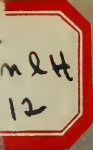


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EDWARD
W. HILL
UNIVERSITY OF ILLINOIS
ST. CARL 1912

The Los Angeles State Normal School Bulletin

ANNOUNCEMENTS FOR 1911-12

TWENTY-NINTH YEAR

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1911

AND

BULLETIN OF INFORMATION

FOR 1911-12

SACRAMENTO

W. W. SHANNON - - - - - SUPERINTENDENT OF STATE PRINTING
1911

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CALENDAR FOR 1911-1912

FIRST TERM

- General Faculty meeting - - 9 A. M., Friday, September 8, 1911
- Student teachers report for arrangement of programs,
10 A. M., Friday, September 8, 1911
- Training School conferences - 1 P. M., Saturday, September 9, 1911
- Registration - Monday and Tuesday, September 11 and 12, 1911
- Enrollment in classes - 9 A. M., Wednesday, September 13, 1911
- Thanksgiving recess begins - 12 M., Wednesday, November 29, 1911
- School reopens - - - 9 A. M., Monday, December 4, 1911
- Term closes - - - - Friday evening, December 15, 1911
-

SECOND TERM

- Registration - - - - - Tuesday, January 2, 1912
- Enrollment in classes - - - 9 A. M., Wednesday, January 3, 1912
- Term closes - - - - Friday evening, March 29, 1912
-

THIRD TERM

- Registration - - - - - Monday, April 8, 1912
- Enrollment in classes - - - 9 A. M., Tuesday, April 9, 1912
- Commencement - - - - 10 A. M., Thursday, June 27, 1912

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - Governor of California
Ex officio

EDWARD HYATT, - - - Superintendent Public Instruction
Ex officio

RICHARD MELROSE, Anaheim, - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - - Term expires July 1, 1911

WILLIAM E. OLIVER, Los Angeles, - Term expires April 14, 1914

EDWIN T. EARL, Los Angeles, - - - Term expires July 1, 1913

ARTHUR LETTS, Los Angeles, - - Term expires July 1, 1914

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE

GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D.,^{*} PRESIDENT

HARRIET E. DUNN,
Secretary of Faculty

MAY A. ENGLISH,¹
Mathematics and Physiology

JOSEPHINE E. SEAMAN,
English

JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Geography and Physiography

EVERETT SHEPARDSON, A.B., A.M.,
Supervisor of Training School

SARAH J. JACOBS,
Director of Physical Education

JESSICA C. HAZZARD,²
Domestic Science and Domestic Art

FRED ALLISON HOWE, LL.B., PH.D.,
English

LOYE HOLMES MILLER, B.S., M.S.,
Biology and Nature Study

CHARLES W. KENT, B.S.,
Manual Training

NELLIE HUNTINGTON GERE,
Art

¹Resigned February, 1911.

²Resigned January, 1911.

FACULTY—Continued

ALICE O. HUNNEWELL,

Reading

RACHEL T. RICHARDSON,¹

Assistant in Manual Training

MYRTLE BLEWETT,

Assistant in Music

ADA J. MILLER, Ph.B., A.M.,

English

REGINA O'KANE,²

Assistant in Art

ARTHUR AMSDEN MACURDA, A.B., A.M.,

School Management, History, Arithmetic

MADGE STEPHENS,

Music

CHARLES W. WADDLE, A.B., Ph.D.,

Child Study and Pedagogy

GRACE M. FERNALD, A.B., Ph.D.,

Psychology

KATHERLINE GOETZINGER, A.B.,

Languages

RALPH BENTON, B.S., B.L.,

Agricultural Nature Study

A. A. HUMMEL, B.S., M.S.,

Biology, Arithmetic.

¹Absent on leave.

²Resigned March, 1911.

FACULTY—Continued

ELIZABETH E. KEPPIE,
Reading and Physical Culture

MICHAEL G. SNYDER, A.B., A.M.,
History

OLA L. ROWELL, A.B.,
Assistant in Geography and Nature Study

KATHLEEN S. BECK,
Appointment Secretary and Assistant in Geography

BELLE H. WHITICE,
Assistant in Manual Training

HELEN E. MATTHEWSON,¹
Assistant Supervisor of Training School

VERA HOLLOWAY, B.S.,²
Domestic Science and Domestic Art

FLORENCE GILBERT, A.B.,²
Assistant in English

BESSIE E. HAZEN, A.B.,³
Assistant in Art

KINDERGARTEN TRAINING DEPARTMENT

ISABEL FRENCH, *Director*

EVELYN PLUS, *Assistant*

MAUD WHITLOCK, B.S.,⁴ *Kindergarten Music*

¹After December 1, 1910.

²After January 1, 1911.

³After March 7, 1911.

⁴After second term.

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD,

*Supervisory City Principal and Assistant Supervisor of
Training School*

CLARA M. PRESTON, *Third and Fourth Grades*

HELEN C. MACKENZIE, *Second and Third Grades*

SARAH E. WOODBURY, *Eighth Grade*

ELSIE SECKLER, *First and Second Grades*

MARGARET MEADER, *First Grade*

EDNA T. COOK, B.S., *Seventh Grade*

HELEN GOSS, *Fourth and Fifth Grades*

EMMA J. ROBINSON, *Fifth and Sixth Grades*

BERTHA E. WELLS,¹ *Sixth and Seventh Grades*

ELIZABETH H. FARGO,

Librarian

MARJORIE H. VAN DEUSEN, A.B.,

Assistant Librarian

IVA E. MAIER,

Business Secretary

EDWIN P. CARR, *Engineer*

JAMES C. MAJOR, *Head Janitor*

ALEXANDER MCGILLIVRAY, *Gardener*

¹After January 1, 1911.

GENERAL INFORMATION

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies further, or to complete one of the courses required for graduation.

To those who are fitted for it by nature and education, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised to pursue other vocations.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of the institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society, in general, are assiduously cultivated; but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term and keep themselves informed as to the work of each. They receive reports

of attendance, tardiness, and temporary absence, and hold students responsible for a lack of performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind or in need of advice, students first consult their group teacher, who gives such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, especially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years.

The cost of working materials for ordinary class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

In the departments of Manual Training, Domestic Science, and Domestic Art, materials for ordinary use are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own.

In the advanced course for departmental teachers in Art, the materials and instruments used are furnished by students. In the advanced course for departmental teachers in Music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

Board, including room with light and heat, in which two persons share, in private families, costs for each person from \$18.00 to \$25.00 per month. Living expenses may be reduced by students who rent rooms and board themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary

of the Faculty, receive from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of school each term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work and graduate, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and, at the same time, performing a valuable public service. The president of the school is treasurer of the fund.

Social Life and Miscellaneous Opportunities

There are the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, etc.—for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men of note as public speakers, generally without expense to students. In the same way, also, a few choice musical entertainments are provided.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the "Normal Outlook," a bi-weekly periodical, is managed and edited by representatives of the student body; and the "Exponent," the organ of the senior class, is published by the class which graduates in June of each year. In addition to these student enterprises, at various times during the school year literary and dramatic entertainments are given. The most important of these is a play presented under the direction of the Department of Reading by the summer graduating class.

The library contains some 19,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and

educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. In addition to the library of the school, the large Los Angeles Public Library is located only a short distance away and is open for the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, the State Board of Education grants to graduates of the Normal School a normal document, which is in effect a permanent certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. On completing the normal course, either immediately or after a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under the same arrangements as heretofore existing, graduates of the State normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either Stanford University, the State University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have recently been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

In furtherance of this arrangement, a new course to be known as the Academic-Professional Course will hereafter be open to students who come to us fully recommended from accredited high schools, and who elect this course on their admission to the normal school.

By shaping his course in accordance with this plan, it will be noted that a fully recommended student may obtain his diploma from the normal school, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowances of credit by the colleges of California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Normal School's Part in the Preparation of High School Teachers who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half year of graduate study.

2. Evidence of graduation from a California State Normal School or from any other normal school officially recognized by the State Board of Education as of equivalent rank will be accepted in lieu of one half year of graduate study.

3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester.

GENERAL REQUIREMENTS FOR ADMISSION

Applicants for admission must be sixteen years of age and of good personality. They must also present evidence of good health, of sound moral character, and of the necessary preparation to meet the requirements of the course of study.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student will receive a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Intention to Teach in California

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or in the State or Territory where I reside.

Scholastic Requirements for Admission and Graduation

The scholastic requirements for admission may be met in several ways:

I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted, provided that at least 30 units¹ of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, 6 units; Plane Geometry, 3 units; Algebra, through Quadratics, 3 units; History and Government of the United States, 3 units; Science, 3 units.²

¹After June, 1912, 36 such units of preparatory work will be required.

²After June, 1912, 6 units of science will be required; 3 of physical science (physics, chemistry, or physical geography), and 3 of biological science (botany, zoology, or physiology).

II. In general, the requirements for admission to the General Professional Course and to the Kindergarten Training Course are the same; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

The requirements for admission to the Academic-Professional Course are stated in I (*a*).

III. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to those required by I.

IV. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

V. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

VI. Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

VII. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study.

VIII. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

IX. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to special courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

X. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the

practical teaching prescribed by the State Board of Education, as a prerequisite for the State high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

XI. A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when, according to the regulations of the school, he presents 121 units of credit, in either the General Professional or the Kindergarten Course, or 125 units in the Academic-Professional Course. (A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

General Information Relative to Admission and Classification

1. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

2. The standing of all students shall be probationary for the first term.

3. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

4. To insure freedom from entrance conditions, students who expect to enter the normal school should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission.

Those who intend to pursue the Academic-Professional Course are further advised to take in the high school four years of foreign language or languages, ancient or modern.

5. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

6. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

7. In no case can advanced standing be obtained upon credits received in four-year high school courses. Subject to the regulations concerning substitutions, however, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

8. Students are admitted to the General Professional Course, for either full or partial work, at the opening of the term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the*

first (fall) term if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

9. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

10. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report *on one of the two days assigned by the calendar for registration. Former students, assigned to the Training School, should report on the first day; others on the second. After the opening week* no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing on the opening day, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

12. Blanks to be used by applicants for admission will be furnished upon application to the President.

COURSES OF STUDY

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Geography I: Physical.....	4
Art I ¹	3
and Cardboard	2
or	5
Sewing or Cookery ²	5
Music I	2
Physical Training I	1

Second term—Junior B

English II: Literature and Composition	2
Psychology I: General.....	5
Nature Study: Agricultural...	4
Geography II: General.....	3
Handwork I or Wood Shop I or Art I	3
Music II	2
Physical Training II.....	2

Third term—Junior A

English III: Grammar.....	5
Nature Study II: Biological..	4
Observation I	1
Reading I	5
Art II	3
Physical Training III.....	2

SECOND YEAR

Fourth term—Senior C

History I: Industrial History of the United States.....	5
Physical Training IV.....	2
Music III	2
Observation II	1
Child Study	5
Teaching I	5

Fifth term—Senior B

Arithmetic I	5
English IV: Literature.....	4
Physical Training V.....	2
Pedagogy	3
Observation III	1
Teaching II	5

Sixth term—Senior A

Music IV	1
History of Education.....	5
School Economy	2
School Law	1
Problems in Teaching.....	1
Teaching III	10

Penmanship, spelling, and additional English will be required if work shows deficiency. See page 33.

Each of the subjects named above, except sewing, is offered each term; but for various reasons it sometimes becomes necessary for one or more groups of students to follow an order different from that given.

¹Art I is postponed until the second term by students taking cookery or sewing the first term.

²Sewing is given in the fall and winter terms only. Exchanges in subjects are made to accommodate students entering in the spring who desire to take sewing.

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First term

English I	3
Physiology	5
Geography I	4
Art I	3
French I <i>or</i> German I.....	3
Music I	2
Physical Training I.....	1

Second Term

English II	2
Psychology	5
Nature Study I.....	4
Geography II: General.....	3
French II <i>or</i> German II.....	3
Music II	2
Physical Training II.....	2

Third Term

English VI: Language Method	2
History I	5
Nature Study II.....	4
French III <i>or</i> German III....	3
Art II	3
Observation I	1
Physical Training III.....	2

SECOND YEAR

First term

Reading III: Method	2
Arithmetic II: Method.....	2
Child Study	5
French IV <i>or</i> German IV....	3
Music III ($\frac{1}{2}$).....	1
Physical Training IV.....	2
Observation II	1
Teaching I	5

Second term.

English IV	4
French V <i>or</i> German V.....	3
Pedagogy	3
School Economy	2
Physical Training V.....	2
Observation III	1
Teaching II	5
Music III ($\frac{1}{2}$).....	1

Third term

Historical Education	5
French VI <i>or</i> German VI....	3
School Law	1
Problems in Teaching.....	1
Teaching III	10
Music IV	1

See notes under Course I.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First term—Junior C

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music 1 <i>k</i>	2*
Theory I	1*
Games and Hygiene I.....	1*
Handwork 1 <i>k</i>	3*

Second term—Junior B

English II: Literature and Composition	2
English II <i>k</i> : Literature for Children	1*
Psychology I: General.....	5
Nature Study 1 <i>k</i> : Agricultural	2*
Art I	3
Music II <i>k</i>	2*
Theory II	1*
Games and Hygiene II.....	1*
Observation	4*

Third term—Junior A

Child Study	5
Nature Study II: Biological..	4
Art II <i>k</i>	3
Music III <i>k</i>	2*
Music: Piano	1*
Theory III	1*
Games and Hygiene III.....	1*
Handwork II <i>k</i>	3*

SECOND YEAR

Fourth term—Senior C

Pedagogy	3
Music V <i>k</i>	1*
Theory IV	2*
Games and Hygiene IV.....	2*
Handwork III <i>k</i>	1*
Seminar 1 <i>k</i>	1*
Teaching 1 <i>k</i>	10*

Fifth term—Senior B

History of Education.....	5
Theory V	2*
English IV <i>k</i>	2*
Seminar II <i>k</i>	1*
Teaching II <i>k</i>	10*

Sixth term—Senior A

Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V.....	1*
Handwork IV <i>k</i>	1*
Seminar III <i>k</i>	1*
Teaching III <i>k</i>	10*

*These subjects are offered in only one term each year, the course being arranged for the convenience of students entering in the fall.

Penmanship, spelling and additional English will be required if work shows deficiency. See page 33.

IV. ADVANCED COURSE IN MANUAL TRAINING FOR THE PREPARATION OF DEPARTMENTAL TEACHERS

FIRST TERM.

Wood Shop II.....	10
Mechanical Drawing	4
Clay Modeling	4
Leather and Textiles.....	4
Applied Design	2

SECOND TERM.

Wood Shop III.....	10
Mechanical Drawing II.....	6
Metal Shop I.....	4
Handwork II	3
Applied Design II.....	1

THIRD TERM

Wood Shop IV.....	6
Wood Carving	4
Metal Shop II.....	4
Industrial Geography	2
Teaching <i>Im.t.</i>	4
Theory and Organization.....	3
Applied Design III.....	1

V. ADVANCED COURSE IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

FIRST TERM

Composition and Design I....	6
Drawing and Painting I.....	4
Perspective	2
Outdoor Sketching	3
Clay Modeling	4
Art Appreciation and His- tory I	1
Mechanical Drawing I.....	4

SECOND TERM

Composition and Design II... 6	
Drawing and Painting II..... 6	
Outdoor Sketching II..... 3	
Art Appreciation and History II	1
Theory and Practice of Art Teaching Ia	2
Mechanical Drawing II..... 6	

THIRD TERM

Drawing and Painting III....	3
Illustration	6
Interior Decoration	3
Art Crafts	3
Art Appreciation and History III	1
Theory and Practice of Art Teaching IIa	8

VI. ADVANCED COURSE IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

FIRST YEAR

First term

Music I	2
Voice Culture	2
Music Practice	3
English I	3
Physiology	5
Psychology	5

Second term

Music II	2
English II	2
English II <i>k</i>	1
Reading I	5
Child Study	5
School Economy	2
Physical Training IV.....	2

Third term

Music III	2
Music History	4
English IV	4
History Education	5
Pedagogy	3
School Hygiene	2

SECOND YEAR

Fourth term

Ear Training I	2
Sight Singing I.....	4
Harmony I	3
Methods I	2
Children's Songs I.....	3
Musical Appreciation I.....	2
Physical Expression I.....	2
Chorus Conducting I.....	2
Music History I or Teaching..	1
Teaching	2

Fifth term

Ear Training II.....	3
Sight Singing II.....	4
Harmony II	3
Methods II	2
Children's Songs II.....	2
Musical Appreciation II.....	2
Chorus Conducting II.....	2
Music History II or Teaching.	3
Teaching	2

Sixth term

Sight Singing III	3
Methods III	2
Children's Songs III.....	3
Musical Appreciation III.....	2
Physical Expression II.....	2
Chorus Conducting III.....	2
Music History III or Teaching	4
Teaching	5

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined. Substitutions should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are subject to the approval of the President.

List of Electives

1. General Science: Five periods a week every term.
2. Geography IIa, or IIIa, Physiography: Five periods a week, winter term.
3. Geography IIb, or IIIb, Economic Geography: Five periods a week every term.
4. Reading II: Advanced work in expression. Three periods a week, fall term.
5. Reading III: Method. Two periods a week, winter term.
6. History II: Method. Two periods a week every term.
7. History III: California. Three periods a week, fall term.
8. English V: Methods in literature. Two periods a week every term.
9. English VI: Methods in language. Two periods a week, winter term.
10. English VII: Shakespeare. Two periods a week, spring term.
11. Arithmetic II: Method. Two periods a week every term.
12. Psychology II: Advanced. Four periods a week, spring term.
13. Primary Education: Four periods a week every term.
14. School Hygiene: Two periods a week, spring term.
15. Teaching IV: Individual assignment. Any term of senior year.
16. Art III: Advanced. Three periods a week, fall and winter terms.
17. Physical Training VI: Playground work. Two periods a week, spring term.
18. Cardboard. Two periods a week every term.
19. Handwork I: Three periods a week every term.
20. Woodshop I: Three periods a week every term.
21. Cookery. Five periods a week every term.
22. Sewing: Five periods a week, fall and winter terms.
23. Students pursuing the Kindergarten Training Course may substitute Art II for IIk when in the opinion of the President such a change is for the best interest of the student concerned.
24. Any subject of another course than the one a student is pursuing, provided he has the prerequisites for the desired subject, and that it is not included in his required course.

NOTE.—Every student pursuing the General Professional Course is required to take Cardboard and Handwork I (or Woodshop I), or Cookery or Sewing.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute General Science.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography, or Economic Geography.
4. Students accredited in Physical and Commercial Geography may substitute freely for Geography I.
5. Students accredited in nine units of high school English, including one and one half units of English Grammar, may substitute freely for English III, provided the substitution includes English VI; those accredited in twelve units of high school English may substitute for English IV, provided the substitution includes English V.
6. Students accredited in nine units of high school history, including three units of U. S. History and Government, may substitute for History I, provided the substitution includes History II.
7. Students accredited in nine units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.
8. Any student who is devoting two full years to the General Professional Course and who desires to give special attention to Manual Training and Domestic Science will be aided in this desire as far as practicable.
9. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading III.
10. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. Which course will be required in any case shall be determined by three directors of the Art Department.
11. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.
12. Students who have taught two or more years may substitute School Hygiene for School Economy.
13. Students electing the Academic Professional Course, who, under the rules, are allowed substitutions, will be expected to take Reading I (in place of II) and Arithmetic I (in place of II) unless relieved as provided in 7 and 9.
14. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
15. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.

EXPLANATION OF COURSES OF STUDY

COURSE I. GENERAL PROFESSIONAL COURSE

AND

COURSE II. ACADEMIC-PROFESSIONAL COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

Prerequisite: The Normal School course in physiology, or its equivalent.

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Five hours per week for one term.

Psychology II: Advanced Psychology

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, particularly to those dealing with the special school subjects, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered.

Four hours per week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Five hours per week for one term.

Pedagogy

The course consists of lectures, assigned readings, and recitations based upon a text. The following are the chief topics considered: the aim of education, instincts, apperception, interest, attention, memory, association, habit, moral behavior, motor education, play, and formal discipline. The relative amount of emphasis on these subjects varies from term to term. The work is based for the most part on the established facts of Educational Psychology and Child Study, attention being directed primarily to their practical bearing upon the work of the teacher.

Three hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. Monroe's Brief Course in the History of Education is the principal text.

Five hours a week for one term.

School Economy and School Law

The course in school economy is a brief study of the administrative aspects of the teacher's work in the light of psychological, social, and ethical knowledge. It studies the school as the chief instrument by means of which public education is to be promoted. It endeavors to discover certain guiding principles in obedience to which the necessary mechanism of the school may yield its largest educational value. It points out and emphasizes the qualifications, professional and personal, necessary to insure the successful administration of his office by the teacher. It inquires into the relations of the teacher to school officials, to parents, to the public generally, and discusses the social and ethical phases of the teacher's work and influence.

More specifically, the course treats of the ordinary details of school management—government and discipline; study, the recitation, recesses and recreations; tests and examinations; programs, courses of study, classification, gradation, promotions, incentives and moral training. The bearing of all these matters upon health is pointed out as the course proceeds. In addition, by means of lectures and demonstrations, the course deals briefly with such topics as the school building, grounds, furniture, and apparatus; heating, lighting, and ventilation; hygiene of school life, occupations, and studies; diseases caused or aggravated by school conditions.

The study of these subjects involves recitations, conferences, reports on library readings, and lectures dealing with certain aspects of these questions not ordinarily treated in available books.

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

Observation, Teaching, Problems of the Novitiate in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich their experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity of careful plans for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. The course dealing with the problems of the novitiate in teaching is required of all students during the final term. This course consists of lectures and conferences upon miscellaneous topics especially selected for students about to graduate and to enter upon the work of teaching in the public schools.

Practice in teaching is usually afforded in a lower, a middle, and an upper grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Problems of the Novitiate in Teaching: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observations II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Problems of the Novitiate in Teaching.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program are dis-

cussed, and definite methods of teaching specific subjects formulated. An effort is made to follow the children in their periods of development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week each term.

ENGLISH

English I and II: Composition

The purpose of this work is to help students acquire good habits of verbal expression. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition.

This work is required of all students except those who enter with advanced credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought. This method of approach not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to the study of selected literary masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English Literature

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Methods in English Language

This course comprehends an inquiry into the problems and principles of English language teaching in the elementary grades, with the purpose of determining the most practical and effective methods. The point of view is indicated in the description of the course, English III, above. Required of students not taking English III.

Two hours per week for one term.

English VII: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VIII: Advanced Composition

This is an elective course open to all students who desire an opportunity to cultivate their powers of original, creative writing under conditions of close, helpful criticism. The number admitted to the class will be limited, precedence being given to those whose work in English I and II has been of exceptional merit, or who otherwise give evidence of their ability to derive special benefit from the course.

Three hours per week for one term.

Spelling and Expression

Students found to be deficient in either or both of these subjects will be required to remove the deficiency by special work under the direction of the Department of English.

FOREIGN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in one or more languages, Latin, French, German, for periods depending upon the amount of credit in foreign languages presented on admission, and upon the college of the university for which they are making preparation.

Latin IV, V, VI represents work in fourth year Latin, including Vergil and composition.

French I, II, III represents work in beginning or first year French, including grammar, reading, composition, and daily conversation.

French IV, V, VI represents work in second year French, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

German I, II, III represents work in beginning or first year German, including grammar, reading, writing, composition, learning German songs and poetry, and daily conversation.

German IV, V, VI represents work in second year German, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades. The pedagogy of history and civics receives constant consideration with discussion of methods based upon observation and teaching in the Training School.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. A history method course is

therefore thought necessary for those who having had three years of history in the high school are privileged to substitute for History I.

In this course of study, material for use in the primary and intermediate grades is investigated and reviewed. Especial attention is paid to United States History and Government as they are taught in the grammar grades, with observation and discussion of the work as it is carried on in the Training School. An effort is made to enlarge the possibilities of the teacher in meeting the problems and practical needs of boys and girls in every-day life.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material will be used. The work in this course includes a survey of the native races and Spanish occupation of California; the American conquest; political organization and development of the State; industries and topics of current interest to the citizens of California. The aim of the course in large part is to afford the students an opportunity for original investigation, however limited the field. Incidentally, it is to be hoped, there will be some pleasure and not a little general information as by-products.

Three hours per week for one term.

READING

Reading I: General Course

The aim of the course is to help the student to an appreciation of good literature and the beauty of the English language; to improve the quality of voice; to establish a natural ease of manner in speaking and reading; to give the student a specific idea of the method employed in the teaching of the subject in the grades. The personal development precedes the work in method.

The work in method includes primary reading, the use and place of phonics, principles employed in the presentation of reading and literature in the intermediate and grammar grades, choice of material, story telling and dramatization. Observation lessons are given during the course by instructors in the department. Frequent conferences are held and criticisms given students in connection with the teaching of reading in the Training School.

Five hours per week for one term.

Reading II: Advanced

This course continues the work of Reading I, except that little attention is given to method. It includes practice in extemporaneous speaking and the dramatic reading of one Shakesperian play.

Three hours per week for one term.

Reading III: Method

This covers the method work of Course I, and is offered especially for students entering with advanced standing, who are not required to taking Reading I.

Two hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations

between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend the "factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Five hours per week for one term.

II (c) Industrial Geography

This course deals with the distribution and production of the materials that enter into the work of the teacher of Manual Training. For a more complete statement see the Manual Training Course.

Two hours per week for one term.

GENERAL SCIENCE

It is a purely elective course offered as preparation for the work in Domestic Science, Agriculture, Nature Study, and Physiology. An effort is made to present the broader principles of Chemistry and Physics as they affect the living cells and thus to lay the foundation for a clearer understanding of the life processes and the need of both animal and plant. The course should contribute also to a more correct interpretation of many of the processes involved in the study of Physical Geography.

Lectures, with demonstrations, five hours per week. Open to all students.

Nature Study I: Agricultural Aspect

The point of view of the course is that of agriculture as a human interest subject now firmly placed upon scientific principles, and, as such, co-ordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the class room by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, potting and repotting plants, etc.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of

California agriculture, yet as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Four hours per week for one term.

Nature Study II: Biological Phase

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with, and in such way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim in order to develop an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Illustrative material is drawn from the student's immediate surroundings.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetical solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in Special Methods in Arithmetic is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

1. The paramount aim in handling children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious light tone, which naturally belongs to the child, must always be preserved. Care of the children's voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (e. g., *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The class room work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.
3. Presentation, by students, of rote songs for class criticism based upon:
 - (a) Value of the song—melodic, rhythmic, ethical.
 - (b) Teacher's conception of the song, and attitude toward the class.
 - (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.
 - (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical forms. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of composers, program work

One hour per week for one term.

ADVANCED COURSE IN MUSIC FOR DEPARTMENTAL TEACHERS

The advanced course in Music for the training of departmental teachers is an outgrowth of the demand for trained teachers of music for the public schools. The regular Normal School curriculum offers careful and thorough work in music as in its other branches; and because of the preparation in this department our students have frequently been called upon to supervise music work in several grades. Since, however, the regular course is not planned to equip special teachers or supervisors, and as the School deprecates the fact that its students who are called upon to devote themselves to music teaching have not had broader training in this special line, the faculty is glad to announce that with the opening of the fall term, 1911, there will be offered a special course for the training of music teachers for departmental work.

The course will be quite independent of the regular Normal School Course in Music. It will have its own studio and teachers, and, in

addition, will enjoy unusual opportunities for observation, teaching, choral, and glee work in the Normal School.

The course in music for departmental teachers will be open—

First, to graduates of this school, or those who have done equivalent work elsewhere, who will receive a special music diploma upon completing the work as outlined for the second year.

Second, to High School graduates, whose courses have included at least the full amount of two years of high school music, who will receive a special music diploma upon completing the work as outlined for the two years.

Third, to others whose preparation has consisted of an extensive musical training, who will take at least the two years as outlined in order to receive the music diploma.

Program Recitals: These will be given at frequent intervals to encourage expression, poise, and the study of cultural programs.

Public Recitals: Since our city is peculiarly rich in good music, it is expected that the students of this department will supplement the course in Music Appreciation by hearing such concerts and recitals as may be suggested and for which students' rates are usually obtained.

Piano: While it is a recognized limitation in a teacher of music to be unable to play the piano, this department can only recommend that outside piano work be done; offering, however, to those who are able to play, a comprehensive course in accompanying. No rudiments of piano work will be given.

ART

The purpose of the Art Department is: first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, following this by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. The advanced work (Course V) includes the planning of equipment and study-courses. One term of teaching, under supervision, is also required.

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Stenciling in fall term only.

Three periods per week for one term.

Art II

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Still-life. Methods of teaching art.

Three periods per week for one term.

Art II*k*

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Animals, birds, and figures. Illustration of stories, songs, occupations, and games. Adaptation of art principles to kindergarten work.

Three periods per week for one term.

Art III

Elective. Art appreciation. Principles and elements of art. Composition and design. Outdoor sketching. Figure sketching and composition.

Four periods per week for one term.

**ADVANCED COURSE IN ART FOR THE TRAINING OF
DEPARTMENTAL TEACHERS**

This course of one year is offered on account of an increasing demand for advanced work and also because of many applications to the Normal School for departmental teachers of art. The course will be open to graduates of accredited Normal Schools and to those who have had equivalent training, provided that they have done satisfactory work in Art I, II, and III, or equivalent courses. The director of the Art Department will decide all questions as to advanced credits and equivalents in art. These may be determined through credentials, work submitted, or through examination. Any two or all three of these methods may be employed by the Art Department before a student's matriculation is complete.

The course is primarily planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements.

A diploma for supervisory, high school, and normal teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

Students may enter Course V at the beginning of the fall term only. For brief outline of work see schedule under Courses of Study.

MANUAL TRAINING

The work in this department is planned with special reference to the needs of the teacher. The aim of the work is to give to students a thorough working knowledge of the tool exercises and materials commonly used in school courses; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in handwork.

Cardboard

Paper tearing, folding, and weaving; applied construction; drawing and lettering.

Two periods per week for one term.

Handwork I

Constructive work with raffia, reeds, pith, matting, yarn, and cord.

Three periods, with two of practice, per week for one term.

Work Shop I

Bench work, including useful models in the construction of which the correct use and proper care of the common woodworking tools can be profitably taught; the reading of working drawings, blue prints, and sketches; and the use of stains and other finishes.

Three periods, with two of practice, per week for one term.

ADVANCED COURSE IN MANUAL TRAINING FOR THE PREPARATION OF DEPARTMENTAL TEACHERS

In recognition of the steady and growing demand for special teachers, the school offers, in addition to the manual training included in the General Professional Course, a Special Manual Training Course, requirements for admission to which are the following:

(a) Normal School or college diploma;

(b) College credits equal to two years' work and six months of successful teaching experience.

Those who, in addition to the above requirements, can offer three courses in Art, one in Cardboard, one in Handwork, and one in Wood Shop will be able to complete the Manual Training Course in one year. For others an extra term of residence may be necessary.

Upon the satisfactory completion of the Manual Training Course a diploma in elementary manual training will be issued. Holders of this diploma will be recommended to the County Board for the Special Elementary Certificate.

Such students as show the proper qualifications and do the necessary amount of advanced work (including teaching in the Normal classes) will be given a *special* diploma in Manual Training, and will be recommended to the County Board for the Special High School Certificate in Manual Training.

OUTLINE OF THE COURSE

Clay

Modeling and Pottery. Emphasis will be laid upon the study of form, design, decoration, and technique. Four periods, with two of practice per week, for one term.

Handwork II

Advanced work with the materials used in Cardboard, Clay, and Handwork I.

Three periods, with two of practice, per week for one term.

Wood Shop II

Joinery and wood turning, including sample work with woodworking machinery.

Ten periods per week for one term.

Wood Shop III

Cabinet and furniture design and construction. Advanced work with the bench tools and machinery.

Ten periods per week for one term.

Wood Shop IV

During this course students are expected to show by demonstrations before the class their ability to use tools and machinery accurately and rapidly and by written work and recitations to show that they are competent to teach the subject.

Six periods per week for one term.

Mechanical Drawing I

Geometrical problems, conic sections, orthographic projection, and lettering.

Four periods per week for one term.

Mechanical Drawing II.

Objects oblique to planes, the development of surfaces, the intersection of surfaces, the use of auxiliary planes, and a brief treatment of isometric and cabinet projection.

Six periods per week for one term.

Metal Shop I

Work in copper and brass along art crafts lines.

Four periods per week for one term.

Metal Shop II

Advanced work in design and construction, covering some of the more difficult processes employed in the trades.

Four periods per week for one term.

Applied Design I

Prerequisites: Art I, II, and III.

Suggestions for the construction and criticism of designs that students intend to use in their work during the term.

Two periods per week for one term.

Applied Design II

Continuation of Design I.

One period per week for one term.

Applied Design III

Continuation of Design II.

One period per week for one term.

Leather and Textiles

Tooling, inlaying and coloring, stenciling and block painting.

Four periods per week for one term.

Wood Carving

For beginners. Simple designs carved upon models made by the students for that purpose.

Four periods per week for one term.

Industrial Geography

Lectures and library work. A study of the distribution of forest products, textile materials, minerals, etc.; their preparation for use; and transportation to manufacturing centers.

Two periods per week for one term.

Teaching

Two periods per week for one term in a lower grade, and two periods per week for one term in an upper grade.

Candidates for the Special High School Certificate, in addition to the above, must do enough practice teaching in Normal classes to satisfy the department that they are competent to teach the High School work.

Theory and Organization of Manual Training

Lectures, written reports, library work, and discussions.

Three periods per week for one term.

DOMESTIC SCIENCE AND DOMESTIC ART

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines is being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

Prerequisite: High School course in chemistry, or a course in General Science.

The kitchen, its arrangement and care; the selection, use, and care of utensils, stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: Even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibers: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making; undergarments, shirt-waist, suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The co-operation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. Directions for making the suit will be sent by the instructor in physical training to those students who desire to have their suits made at home. All others must come prepared to purchase them. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

The young women are assigned to the gymnasium in regular study periods. The young men use the gymnasium after school.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, mat exercises, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as exercises upon stall bars, bom, ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. Methods of teaching children and the analysis of positions common during school life. Classified games and folk dances for the first five grades.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Games for the upper grades. Folk and aesthetic dances.

Two hours per week for one term.

Course VI

This course, which is elective, deals especially with playground work, and is given twice a week during the spring term only.

Course in Play

While no special provision is made for training students for directors of playgrounds, it is possible for many students to so plan their work as to secure considerable preparation tending in that direction. The general course is rich in material and methods for such work. This is especially true of physical training IV and VI and the courses in kindergarten training, manual training, music, art, and child study. In the child study course there is opportunity, for those who desire, to make a special study of children's plays and the playground movement. Course VI in physical training is especially arranged to assist those who may desire summer work on the playgrounds.

COURSE III. KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

KINDERGARTEN THEORY

Lectures, papers, and class discussions—a study of Froebel's philosophy as embodied in the Mother Plays and its relation to modern educational principles.

Theory I

The individual child in typical phases of home environment and motor activity.

One hour per week, first term.

Theory II

The development of the hand, finger plays, and manual training.

One hour per week, second term.

Theory III

The child's social or neighborhood environment, with the materials and processes involved.

One hour per week, third term.

Theory IV

The educational value of animals and the effect of natural phenomena upon the child-mind.

Two hours per week, fourth term.

Theory V

Habit and sense training in the kindergarten.

Two hours per week, fifth term.

Theory VI

Discipline and the development of standards of action.

One hour per week, sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene, I, II, III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week, first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week, fourth term. One hour per week, sixth term.

HANDWORK

Lectures, class exercises, and discussion. This course is designed to equip the teacher with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child.

Handwork I $\frac{1}{2}$

Occupations: a technical training in various forms of kindergarten handwork, including (1) paper folding; (2) cardboard and coarse sewing, doll making; (3) weaving paper and cloth, simple basketry; (4) paper cutting and pasting; (5) drawing; (6) color work, or painting; (7) construction with cardboard, nature materials, etc.; (8) clay modeling; (9) use of the sand table.

Three hours per week, first term.

Handwork II $\frac{1}{2}$

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Three hours per week, third term.

Handwork III and IV

Experimental work in the adaptation of the gifts and occupations to the environment of the child in California.

One hour per week, fourth term. One hour per week, sixth term.

Nature Study I^k, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week, second term.

KINDERGARTEN MUSIC**Kindergarten I**

Breathing exercises; voice placing; sight reading; selection of kindergarten music.

Kindergarten II

The study of kindergarten songs, and method of teaching them. Work in phrasing and expression.

Kindergarten III

Advance program work; continuation of methods of teaching.

Kindergarten IV

Sketches from the history of music.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

One hour per week, spring term.

KINDERGARTEN ART COURSES

Two courses are given. The first of these is the same as Art I of the General Professional Course. The second is the same as Art II of the General Professional Course with some modifications in the latter part of the course, in which special attention is given to adaptation of the work to the kindergarten.

THE TRAINING SCHOOL.

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. A number of students are given opportunity to do Cadet teaching in the Los Angeles city schools.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore, the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year :

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Daily systematic work in phonics; articulation drills. Dramatization of suitable stories read. *Writing:* Chiefly on blackboard. Pencil introduced. *Spelling:* Oral and written. Emphasis on visualization. Material from other subjects. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories chiefly with reference to special holidays. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Raffia—braiding, weaving, winding. Applied art in designing rugs. Rug, hammock, and book-bag weaving on loom. Constructive work related to industries and occupations. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Developing scale through chords; exercises on ladder and staff, pointed in phrase; (b) Time exercises; mood exercises. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* Oral and written. Much dictation of nursery rhymes. *Literature:*

Mostly stories told to children. See second grade. *History*: See second grade. *Language*: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alternation. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting and winding of raffia. Constructive work related to industries and occupations. Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Dictionary work and expression emphasized. *Writing*. *Spelling*. *Literature*: Stories told to and read by children. See second grade. *History*: Stories and supplementary reading in connection with holidays, continued throughout grades. Local city history and early California missions, last month. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological—(a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studies—products and by-products of economic plants. 2. Agricultural—individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil.

Manual Training: Cardboard construction. Raffia, reed, and Tilo Matting. A little basketry and pottery. Class projects. *Music:* Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training:* In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization. Articulation drills. *Spelling. Writing. History:* Current events. Practical civics. Stories of Greeks and Romans. *Language:* Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic:* Fractions and decimals. *Nature Study:* Garden work in individual plots. *Geography:* North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art:* Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art:* Continuation of fourth grade work, first half. During the second half, for boys, making drawings and beginning of bench work; for girls, sewing. Class projects. *Music:* Continue work of fourth grade. Formal two-part singing. *Physical Training:* In room, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race. Olympic games on playground.

Sixth Grade. *Reading and Literature:* Emphasis on appreciation, expression, responsiveness. Dramatization of poems and historical events. *Language:* Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic:* Fractions, subtraction of dates, aliquot parts, percentage. *Nature Study:* 1. Garden work in individual plots for B6's and for spring A6's. Nature study clubs (emphasis on biological phases) for fall A6's. *Geography:* Asia, South America, Africa, and Australia. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History:* Current events. Practical civics. Municipal civics. Continental history, study recitation, first half; English history, study recitation, second half. *Art:* Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers.

Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Games of low organization, such as Corner Ball.

Seventh Grade. *Reading and Literature*: See sixth grade. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical structure of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling. Writing. Arithmetic*: Percentage, literal quantities, involution, extracting square root, measurements, and constructions. *Nature Study*: Chiefly agricultural topics (development lessons). *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. Review of the continents and the United States in the light of this study. Special study of California, covering a period of ten weeks. *History*: United States History to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Ball. Folk dances. Boys—apparatus work additional.

Eighth Grade. *Literature and Reading*: As in preceding grade, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal"; "The Lady of the Lake"; Julius Cæsar"; or "The Merchant of Venice"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned.

Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling*. *Geometry*. *Arithmetic*: General review. *Physiology*. *History*: United States History concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stenciling or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. Illustrated talks on art history. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Girls—Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Boys—apparatus work additional.

THE LIBRARY.

The library contains about 20,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: Psychology and education, science, travel, history, and literature. About 1,500 new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The past year shows an average monthly circulation of forty-eight hundred, exclusive of books used in the library. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about eight hundred volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing besides the title and subject of every book and the name of its author, many references to magazines and other sources, the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF PREVIOUS CATALOG.

SUMMER CLASS, JUNE 24, 1910

General Professional Course

Howard Droste Allen	Ida M. Daggett	Iva B. Jackson
Mattie Anderson	Nellie Pearl Dabney	Anna Elizabeth Johnson
E. Grace Andrews	Anna Margaret Danell	Marion Louise Johnson
Ethel Ardis	Mary Davaine	Ruby Christine Johnson
Edna Frances Augur	Helen Janet Dickey	Genevieve Judd
Mildred Katherine Baker	Anna M. Drew	Edith Mabelle Klein
Myrth Bartlett, A.B.	Sophia J. Durr	Kathryn Klein
Ethel Marie Bass	Edna Earle, A.B.	Blanche Knowlton
Ruth Emily Baugh	Vesta Kyle Eaton	Lillian Antonia Koehler
Myrtle W. Beal	Miriam Elmore	Alida May Kring
Alice Eva Beebe	Mrs. S. Belle Ellsworth	Helene Louise Kuhnle
Minnie Sophia Bell	Frank Fitch, A.B.	Helen Dell Lamson
Alice Irene Bird, B.L.	Barbara W. Fisher	Lillian Landreth, A.B.
Melissa Abigail Blair	Mary Ellen Fitzgerald	Viola Marie Larter
Helen Claire Bliss	Margaret Ford	Georgia Edna Laurence
Ruth Blodgett, A.B.	Louise Ernestine Foster	Annie S. Lawson, B.S.
Katherine Bolton	Sade Fox	Agnes May Lee
Adele Erica Boquist	Blanche Y. Freeman	Lorenzo J. Lehman, B.E.
Elinor Rachel Boquist	Williamae Fulton	Louise Paz LeMesnager
Lida Stanford Bracewell	Margaret C. Gallup	Alma Leonhardy
C. Augusta Brittan	May Geraldine Gaynor	Clara Lewis
Dorothy Grace Brokaw	Elsie M. Gilhousen	Sadie Marie Lincoln
Eleanor Henrietta Brown	Bess Marguerite Given	Florence A. Lindeman
Hattie, N. Brown	Mary Edna Glasscock	Mrs. Della Scruggs Lindley
Marye Brunswicker	Mae A. Goetz	Hilda Read Llewelyn
Luna Grace Buck	Mary Elizabeth S. Good, A.B.	Grace Deane McAfee
Constance Irene Bulfinch	Leda May Granger	Maud McCarty
Jessie May Burnham	Pearl Jewell Grant	Pearl McCloskey
Sarah Ethel Canterbury	Mrs. Ella E. Gray	Emma Catherine McMeekin
Mabel Harriet Carpenter	Hallie Green	Mabel Ada McNeely
Gladys Caster	Mary Agnes Grim	E. Ella McOwan
Sallie Catland	Mary Alice Grimshaw	Malvina D. Malter
Mabel E. Chase	Olga Grizzle	Minnie Isabella Martin
Anna Electa Clark	Hattie Helen Grubb	Ruth Mathewson
Arthur H. Clayton	Mary Lillian Halfpenny, A.B.	Jessie Elizabeth Merrilees
Katheryn Wiggins Coley	Inga Halverson	Lena F. Middleton
Edith A. Connor	Christina Marie Hansen	Violet Millage
Agnes Catherine Cooney	Sallie Anne Hedgpeth	Bertie E. Miller
Mary L. Cox	Orra Leta Hendrick	Caroline Miller
Esther A. Crawford	Helen L. Herdeg	Annette Templeton Mitchell
Bertha Todd Crawford	Bessie M. Hollingsworth	Lorraine Mitchell
Samuel Orrin Cripe	Geneva Hossler	Emma Mae Moncrief
Irma Edith Crosby	Mary Davis Howell	Ruth Moritz
Mary Dean Crowell	Mazie Elizabeth Huff	Ella Mae Morton
Pearl C. Crutchfield	John R. Hurley	Louise B. Morton

General Professional Course—Continued.

Lillian K. Moss	Lutie R. Ruhland	Grace Mae Talcott
Victor Newlan	De Rose M. Rutherford	Mary Belle Thompson
Mabel Dorothy Noggle	Ellen M. Rutty	Maude Victoria Thompson
Elizabeth L. Officer, A.B.	Saada M. Sanford	Gladys Florence Towne
Gertrude O'Neal	Helen Blanche Saulque	Marjorie Mellette Updyke
Paula Louise Palm	Frankie Savory	Elva L. Uttley
Ella J. Patterson, A.B.	Cora D. Sawyer	Winifred B. Vessey
Mamie Ellen Paul	Rose Alene Schneider	Annie Belle Walk
Cecil Lorena Peabody	Agnes C. Scudder	Lella Cleaves Walker
Isabelle Clara Poole	Frances Bertha Shrode	Irene Louisa Ward
Gertrude Potter	Fronie Hunnewell Sheldon	Thea Marguerite Warner
Jessie Hazel Power	Margaret Mary Sinclair	¹ Gertrude Waterman
Mildred Wyman Pratt	Edna E. Skinner	Bessie Lee Wendling, A.B.
Iva Josephine Reeves	Grace Abigail Smith	Theresa Kelliher White
Inez Naomi Richards	Agnes C. Smith	Eleanor Van Orden White
Helen P. Richardson	Frances Smith	Edna Whitney
Eleanor Myrtle Riecker	Margaret Smith	Nellie E. Wicker
Georgia Gladys Riley	Ruth Pauline Smith	Ruth Carolyn Williams
Edna Belle Robbins	Grace Sprague	Ella Marguerite Winstanley
Edna Jean Robinson	Nellie Eva Stephens	Edna Lillian Wright
Elizabeth Robinson	Lucy Stein	Ethel Wright
Leah Katherine Robinson	Mary Lydia Stone, B.L.	Lenore Zinnamon
Doris P. Rosenthal	Elsie Valtina Stonehouse	
Alice Kent Rothermel	Margie Louise Symonds	

Kindergarten Training Course

Zeke Kinsworthy Brunson	Rothel Matilda Harcus	Helen Stewart
Marian Dalmazzo	Norma Hensler	Eleanor Vallyly
Mary E. Douglas, A.B.	Lita Murrieta	Eugenia West
Edith Hanly		

WINTER CLASS, DECEMBER 16, 1910**General Professional Course**

Maie Lenora Ahlstrom	Ruth Holcomb	Frances Mabel Palmer
Elsie Emily Behrens	Mabel Alice Houghton	Bertha Pulford
Mabel A. Bradley	Emma May Hull	Grace A. Reeve
Elsie Buehn	Anna Bee Johnson	Luella Wooley Rensberger
Stella M. Campling	Widde Gano Kendrick	Corinne Aldine Seeds
Hazel Levee Chandler	Vierling Kersey	Myrtle Hoff Sherman
Agnes Pierce De Wolf	Virginia Laura Klyce	Fay M. Silverthorn
Bessie Ethel Farrell	Emma Jane Lawhead	Florence Sunderland
Cora Belle Frederick	Evelyn E. McCoid	Catherine Fredarica Thiele
Elsie H. Halvorson	Myrtle McIntyre	Edith L. Wallop
Georgia Adele Haskell	Inez Elma Maas	Helen Sophia Wilcox
Fannie May Hasty	Elsie Irene Mahon	Mary Retta Wilcox
Leona Harris	Josephine M. Moran	Alma N. Willmert
Lena C. Herbold	Beryl C. Munhall	
Lillian Geraldine Hilliard	Nellie V. Neilson	

Kindergarten Training Course

Vesta M. Baker	Helen Hamilton	² Grace Deane McAfee
Sybil Hope Grant	Mary Ross Hewetson	Florence Marie McCully

¹Graduate of the Kindergarten Training Course, March, 1909.²Graduate of General Professional Course, June, 1910.

SPRING CLASS, MARCH 24, 1911

General Professional Course

Nellie May Bailey, A.B.	Eunice E. Garratt	Georgia Lee Oyler
Ethel Best	Mary Alnetta Gray	Evangeline Pray
Eva Black	Loie M. Hall	Gretchen L. Pringle
Alice M. Blust	Grace E. Hamerton	Hallie May Proctor
Gladys L. Brandt	Laura Mary Harrington	Nellie A. Randall
Mary P. Brown	Ethel M. Harris	Marie Luella Rice, A.B.
³ Mrs. Carrie Elizabeth Burke	Juliet Howard	Eleanor Richards
Jessie M. Calvert	Emily Bayard Johnson, A.B.	Ethel E. Richards
Herbert Campbell	Phoebe Joslin, A.B.	Lorita Baker Rouse
Bertha Cheek	Hannah Lawyer, B.S.	Florence Erna Schwartz
Phoebe R. Combs	Annie Leppard	June M. Schultz
Marguerite Cooper	Hana Lois MacKalip, A.B.	Helen Marion Smart, A.B.
Mary B. M. Cooper	Emeline Mears	Pearl Stewart
May Curry, A.B.	Clara B. McClure	Lottie Sweet, B.S.
Marion Emily Davison	Kate Motsinger	Marie Sweet
Lida M. Dolton	Lillie B. Mueller	Ethel L. Webb
Margherita Domenigoni	Florence J. Naismith, B.L.	Emma A. Wicker
Elinor Dore Dougherty	Lydia R. Newby, A.B.	Maud B. Williams
Carol Adelaide Duncan	Una Walcott Nobles	
M. Blanche Ford	A. Mabel O'Reilly	

Kindergarten Training Course

Gertrude Hulette

Marie Mernin

³Graduate of Kindergarten Training Course, February, 1906.

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884.....	22
2. Year ending June 30, 1885.....	35
3. Year ending June 30, 1886.....	43
4. Year ending June 30, 1887.....	48
5. Year ending June 30, 1888.....	35
6. Year ending June 30, 1889.....	57
7. Year ending June 30, 1890.....	53
8. Year ending June 30, 1891.....	75
9. Year ending June 30, 1892.....	78
10. Year ending June 30, 1893.....	88
11. Year ending June 30, 1894.....	77
12. Year ending June 30, 1895.....	81
13. Year ending June 30, 1896.....	65
14. Year ending June 30, 1897.....	56
15. Year ending June 30, 1898.....	89
16. Year ending June 30, 1899.....	107
17. Year ending June 30, 1900.....	127
19. Year ending June 30, 1901.....	130
19. Year ending June 30, 1902.....	106
20. Year ending June 30, 1903.....	109
21. Year ending June 30, 1904.....	96
22. Year ending June 30, 1905.....	120
23. Year ending June 30, 1906.....	155
24. Year ending June 30, 1907.....	138
25. Year ending June 30, 1908.....	210
26. Year ending June 30, 1909.....	243
27. Year ending June 30, 1910.....	304
28. Classes of December, 1910, and March, 1911.....	108
Total	2,855
Graduated from two courses, counted twice.....	24
Total, excluding those counted twice.....	2831

SUMMARY OF STUDENTS ENROLLED 1910-1911

General Professional Department	
Post graduates	19
<i>Senior classes</i>	
Graduates of December, 1910, and March, 1911.....	101
Candidates for graduation, June, 1911.....	267
Candidates for graduation, December, 1911, and March, 1912.....	126
	<hr/> 494
<i>Junior classes</i>	
Candidates for graduation, June, 1912, or after.....	332
Special students and visiting teachers (other than post graduates).....	16
	<hr/>
Total in General Professional Department.....	861
Kindergarten Training Department	
<i>Senior classes</i>	
Graduates of December, 1910, and March, 1911.....	8
Candidates for graduation in June, 1911.....	20
Candidates for graduation in December, 1911, and March, 1912.....	11
	<hr/> 39
<i>Junior classes</i>	
Candidates for graduation in June, 1912, or after.....	38
	<hr/>
Total in Kindergarten Training Department.....	77
	<hr/>
Grand total enrollment in Normal School.....	938
Pursuing two courses and counted twice.....	17
	<hr/>
Excluding names counted twice.....	921
Pupils in Training School	
Number of pupils enrolled in Eighth Grade.....	54
Number of pupils enrolled in Seventh Grade.....	71
Number of pupils enrolled in Sixth Grade.....	89
Number of pupils enrolled in Fifth Grade.....	68
Number of pupils enrolled in Fourth Grade.....	94
Number of pupils enrolled in Third Grade.....	93
Number of pupils enrolled in Second Grade.....	99
Number of pupils enrolled in First Grade.....	92
Number of pupils enrolled in Kindergarten.....	78
	<hr/>
Total number enrolled in Training School.....	738
	<hr/>
Total enrolled for the year, all departments.....	1659

2384
2/13

UNIVERSITY OF ILLINOIS

LOS ANGELES

STATE NORMAL SCHOOL BULLETIN

ANNOUNCEMENTS FOR 1912-13

THIRTIETH YEAR



SACRAMENTO

FRIEND WM. RICHARDSON - - SUPERINTENDENT OF STATE PRINTING
1912



STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1912

AND

BULLETIN OF INFORMATION

FOR 1912-13

SACRAMENTO

FRIEND WM. RICHARDSON

- - -

SUPERINTENDENT OF STATE PRINTING

1912

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CALENDAR FOR 1912-1913

FIRST TERM

General Faculty meeting - - 9 A. M., Friday, September 6, 1912

Student-teachers report for arrangement of programs,

1 P. M., Friday, September 6, 1912

Training School conferences - 1 P. M., Saturday, September 7, 1912

Registration,

Monday, Tuesday and Wednesday, September 9, 10 and 11, 1912

Enrollment in classes - - 9 A. M., Thursday, September 12, 1912

Thanksgiving recess begins - 3 P. M., Wednesday, November 27, 1912

School reopens - - - 9 A. M., Monday, December 2, 1912

Term closes - - - 3 P. M., Friday, December 13, 1912

SECOND TERM

Registration - - Thursday and Friday, January 2 and 3, 1913

Enrollment in classes - - - 9 A. M., Monday, January 6, 1913

Spring recess begins - - - 3 P. M., Friday, March 14, 1913

School reopens - - - 9 A. M., Monday March 24, 1913

Term closes - - - Friday, April 4, 1913

THIRD TERM

Registration - - - Monday, April 7, 1913

Enrollment in classes - - 9 A. M., Tuesday, April 8, 1913

Commencement - - - 10 A. M., Thursday, June 26, 1913

Ex officio

Ex officio

Term expires July 1, 1914

Term expires July 1, 1915

Term expires July 1, 1913

Term expires July 1, 1914

Term expires April 1, 1916

OFFICERS OF THE BOARD

President

Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE

GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT

HARRIET E. DUNN

Secretary of Faculty

JOSEPH E. SEAMAN

English

JAMES F. CHAMBERLAIN, ED.B., B.S.

Geography and Physiography

EVERETT SHEPARDSON, A.M.

Supervisor of Practice Teaching

SARAH J. JACOBS

Physical Education

JENNIE HAGAN GOODWIN

Music

FRED ALLISON HOWE, LL.B., PH.D.

English and School Law

LOYE HOLMES MILLER, PH.D.

Biology and Nature Study

CHARLES W. KENT, B.S.

Manual Arts

ISABEL FRENCH ¹

Kindergarten Training

NELLIE HUNTINGTON GERE ²

Art.

ALICE O. HUNNEWELL

Reading

ADA J. MILLER, PH.B., A.M.

English

RACHEL T. RICHARDSON, B.S.

Manual Arts

¹ Resigned January 1, 1912.

² Absent on leave after February, 1912.

FACULTY—Continued

MYRTLE BLEWETT

Music

ARTHUR AMSDEN MACURDA, A.M.

History of Education, Pedagogy and School Economy

MADGE STEPHENS

Music

CHARLES W. WADDLE, PH.D.

Child Study and Pedagogy

GRACE M. FERNALD, PH.D.

Psychology

KATHERINE GOETZINGER, A.B.

French and German

RALPH BENTON, B.S., B.L.

Agricultural Nature Study

A. A. HUMMEL, M.S.

Physiology and Nature Study

ELIZABETH E. KEPPIE

Reading and Physical Education

MICHAL GRACE SNYDER, A.M.

History

OLA L. ROWELL, A.B.¹

Geography and Nature Study

KATHLEEN S. BECK

Geography

BELLE H. WHITICE

Manual Arts

HELEN E. MATTHEWSON

Assistant Supervisor of Practice Teaching

BESSIE E. HAZEN, A.B.

Art

¹ Resigned November 1, 1911.

FACULTY—Continued

MYRTLE COLLIER, B.S.

Arithmetic

RUBY BAUGHMAN, A.M.

English and Pedagogy

ANNA PAMELA BROOKS, AB., B.S.

Art

ESTHER MABEL CRAWFORD

Art

CLARA PALMER, B.S.

Home Economics

ELIZABETH FRANCES MASCORD, A.M.

Kindergarten Training

BERTHA C. VAUGHN

Voice Culture

EMILY C. HOLLISTER, A.M.¹

Physiology and Psychology

BARBARA GREENWOOD¹

Kindergarten Training

ADA ELIZABETH MILAM, B.S.¹

Geography and English

ELIZABETH WILTON YOUNG²

Physical Training

HELEN E. COAN³

Art

¹After January 1, 1912.

²From January 1 to April 1, 1912.

³After March 1, 1912.

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD

Supervisory City Principal and Assistant Supervisor of Practice Teaching

CLARA M. PRESTON, *Fourth Grade*

HELEN C. MACKENZIE, *Third Grade*

SARAH E. WOODBURY, *Eighth Grade*

ELSIE SECKLER, *First and Second Grades*

MARGARET MEADER, *First Grade*¹

EDNA T. COOK, B.S., *Seventh and Eighth Grades*

HELEN GOSS, *Fifth Grade*

EMMA J. ROBINSON, *Fifth and Sixth Grades*

BERTHA E. WELLS, *Sixth and Seventh Grades*

M. MADILENE VEVERKA, P.D.M., *First Grade*²

ANGELA C. SHIPMAN, *Kindergarten*

EVELYN C. PLUSS, *in charge of Observation, Grand Avenue Kindergarten*

ELIZABETH H. FARGO, *Librarian*

MARJORIE H. VAN DEUSEN, A.B., *Assistant Librarian*

MARY BURNEY PORTER, *Appointment Secretary*

IVA E. MAIER, *Secretary*

EDWIN P. CARR, *Engineer*

W. E. FAULKNER, *Assistant Engineer*

JAMES C. MAJOR, *Head Janitor*

ALEXANDER MCGILVRAY, *Gardener*

¹ Resigned April 1, 1912.

² After April 1, 1912.

GENERAL INFORMATION

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies or to complete one of the courses required for graduation.

To those who by nature and education are fitted for it, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial, ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised not to undertake the vocation of teaching.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of this institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society in general are assiduously cultivated, but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely maintained, and the detail work of management carried forward, by means of the group-teacher system. The students are divided into groups, numbering in each from twenty to thirty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term, keeping themselves informed as to the work of each and holding each responsible for performance of duty. They meet all students in their

respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind, or in need of advice, students should first consult their group teacher, who will give such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, especially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years.

The cost of working materials for ordinary class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

In the departments of Manual Arts and Home Economies, materials for ordinary use are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own. In the special courses for departmental teachers of these subjects, students are charged a fee of \$3 per term for materials, use of machinery, equipment, etc.

In the special courses for departmental teachers in Art, the materials and instruments used are furnished by students. In the special courses for departmental teachers in music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

In private families, board, including room with light and heat, in which two persons share, costs for each person from \$20.00 to \$30.00 per month. Students may reduce living expenses by renting rooms and boarding themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Apartments fitted for housekeeping may be secured at a somewhat higher rate. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before

changing rooms, therefore, such students should consult the Secretary of the Faculty, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of each school term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who for financial reasons are unable without assistance to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been formed and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and at the same time performing a valuable public service. The President of the school is treasurer of the fund.

Social Life and Miscellaneous Opportunities

There are maintained in the school the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, and the like, for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men and women of note, generally without expense to students. In the same way, also, a few choice musical entertainments are provided.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the "Normal Outlook," a bi-weekly periodical, is managed and edited by representatives of the student body; and the "Exponent," the organ of the senior class, is published by the class which graduates in June of each year. In addition to these student enterprises, at various times during the school year literary and dramatic entertainments are given. The most important of these is a play presented under the direction of the Department of Reading by the summer graduating class.

The library contains some 25,000 volumes of carefully selected books,

a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. Students also have free use of the Los Angeles Public Library, which is located only a short distance away.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to above is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a permanent certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. After completing the normal course, either immediately or following a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under arrangements heretofore existing, graduates of the state normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either the State University, Stanford University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have recently been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The Academic-Professional course is designed to meet the purpose above indicated.

It will be noted that a fully recommended student, by shaping his course in accordance with this plan, may obtain his diploma from the Normal School, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowances of credit by the colleges of California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Part of the Normal School in the Preparation of High School Teachers who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half-year of graduate study.
2. Evidence of graduation from a California State Normal School, or from any other normal school officially recognized by the State Board of Education as of equivalent rank, will be accepted in lieu of one half-year of graduate study.

3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester, provided the graduate studies are pursued in a university whose first semester closes in December (as in the University of California or in Stanford University); in case the first semester closes at a later date (as in the University of Southern California), schedules should be made in both University and Normal School at the time of enrollment in the University, so as to obviate conflicts in programs in the two institutions for the overlapping period at the beginning of the calendar year.

GENERAL REQUIREMENTS FOR ADMISSION

Applications

Applicants for admission must be sixteen years of age, of good personality, and of sound moral character.

Applications for admission, accompanied by the proper credentials, should be in the hands of the Secretary of the Faculty at least one week before the first date fixed for registration at the opening of each school term. Applicants should indicate the course desired and, if the General Professional Course is chosen, which of the optional courses scheduled in the outline for the first term is to be included. (Note that the course in Manual Training includes Handwork I and either Handwork II or Wood Shop I.)

To insure wise choice of courses and subjects, where freedom of selection is afforded, and to obviate the necessity for changes at a later time, careful examination of all the courses of study offered and of the accompanying explanation is recommended.

Application blanks for the use of high school graduates will be sent by the President upon request, to high school principals or individual applicants.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student is subject to a health examination from the instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Purpose

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or of the state or territory wherein I reside.

Scholastic Requirements

For admission to

Courses I and II, see page 28.

Course III, see page 47.

Course IV, see page 50.

Course V, see page 52.

Course VI, see page 55.

Course VII, see page 56.

I. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states, qualifications fully equivalent to the stated requirements.

II. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

III. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

IV. Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

V. Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Professional Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

VI. Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

VII. Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to individual courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

VIII. In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until other-

wise provided, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

General Information Relative to Admission and Classification

1. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

2. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

3. The standing of all students shall be probationary for the first term.

4. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

5. To insure freedom from entrance conditions, students who expect to enter the General Professional Course should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission.

Those who intend to pursue the Academic-Professional Course should, in addition, take in the high school four years of foreign language or languages, ancient or modern.

6. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course*. For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

7. Except in the special courses for departmental teachers, advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

8. Students are admitted to the General Professional Course, for either full or partial work, at the opening of the term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course is open to new students, offering no advanced credits, at the opening of the first term only.

9. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to

meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

10. Note should be taken of the days fixed by the calendar for examinations for admission, for advanced standing, and for the removal of conditions. At the opening of the fall term, new students should report for registration on Monday or Tuesday of the opening week. *Former students not assigned to the Training School need not report till Wednesday.* After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing at the required time, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

GRADUATION.

A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IX above) is entitled to a diploma when he meets the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

COURSES OF STUDY

PRESIDENT'S OFFICE

Penmanship, spelling and additional English will be required if work shows deficiency, see page 34.

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First Term

English I: Literature and Composition	3
Physiology	5
Geography I: Physical	4
Handwork I	2
<i>and</i> Handwork II	3
<i>or</i> Wood Shop I	3
<i>or</i> Sewing or Cookery	5
Music I	2
Physical Training I	1

Second Term

English II: Literature and Composition	2
Psychology I: General	5
Nature Study: Agricultural	4
Geography II: General	3
Art I	3
Music II	2
Physical Training II	2

Third Term

English III: Grammar	5
Nature Study II: Biological	4
Observation I	1
Reading I	5
Art II	3
Physical Training III	2
Social Ethics	1

SECOND YEAR

First Term

Child Study	5
History I: Industrial History of the United States	5
Physical Training IV	2
Music III	2
Observation II	1
Teaching I	5

Second Term

Pedagogy and School Economy	5
Arithmetic I	5
English IV: Literature	4
Physical Training V	2
Observation III	1
Teaching II	5

Third Term

History of Education	5
Music IV	1
Physical Training V	2
School Law	1
Problems in Teaching	1
Teaching III	10

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First Term

English I	3
Physiology	5
Geography I	4
Art I	3
French I <i>or</i> German I.....	3
Music I	2
Physical Training I.....	1

Second Term

English II	2
Psychology	5
Nature Study I.....	4
Geography II: General.....	3
French II <i>or</i> German II.....	3
Music II	2
Physical Training II.....	2

Third Term

English VI: Language Method	2
History I	5
Nature Study II.....	4
French III <i>or</i> German III.....	3
Art II	3
Observation I	1
Physical Training III.....	2
Music III	2

SECOND YEAR

First Term

Teaching I	5
Reading III: Method.....	2
Arithmetic II: Method.....	2
Child Study	5
French IV <i>or</i> German IV.....	3
Physical Training IV.....	2
Observation II	1
Social Ethics	1

Second Term

Teaching II	5
English IV	4
French V <i>or</i> German V.....	3
Pedagogy and School Economy	5
Physical Training V.....	2
Observation III	1

Third Term

Teaching III	10
History of Education	5
French VI <i>or</i> German VI.....	3
School Law	1
Problems in Teaching.....	1
Music IV	1

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First Term

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I <i>k</i>	2*
Theory I	1*
Games and Hygiene I	1*
Handwork I <i>k</i>	3*

Second Term

English II: Literature and Composition	2
Psychology I: General	5
Nature Study I <i>k</i> : Agricultural	2*
Music II <i>k</i>	2*
Theory II	1*
Games and Hygiene II	1*
Handwork II <i>k</i>	3*
Observation I <i>k</i>	4*
Social Ethics	1

Third Term

Story Work I	1*
Child Study	5
Nature Study II: Biological	4
Art I <i>k</i>	3*
Art II <i>k</i>	3*
Music III <i>k</i>	2*
Music: Piano	1*
Theory III	1*
Games and Hygiene III	1*
Handwork III <i>k</i>	3*

SECOND YEAR

First Term

Teaching I <i>k</i>	10*
Story Work II	2*
Pedagogy	3
Theory IV	2*
Games and Hygiene IV	2*
Seminar I <i>k</i>	1*

Second Term

Teaching II <i>k</i>	10*
Story Work III	2*
History of Education	5
Theory V	2*
Seminar II <i>k</i>	1*

Third Term

Teaching III <i>k</i>	10*
Primary Education	4
School Law	1
Music IV	1
Theory VI	1*
Games and Hygiene V	1*
Handwork IV <i>k</i>	1*
Seminar III <i>k</i>	1*

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology I	5	Pedagogy and School Economy	5
Art I	3	Teaching and Obs. I M. A.	2
Handwork I	2	Handwork IV	4
Wood Shop I	3	½ Wood Shop III	5
Mechanical Drawing I	4	Clay I	4
Elective	7	Leather I	4
		Elective	2
<i>Second Term</i>		<i>Second Term</i>	
Art II	3	Teaching II M. A.	4
Handwork II	3	½ Wood Shop III	5
½ Wood Shop II	5	Clay II	4
Mechanical Drawing II	6	Leather II	4
Social Ethics	1	Metal Shop I	4
Elective	6	Elective	5
<i>Third Term</i>		<i>Third Term</i>	
Child Study	5	Teaching III M. A.	4
Art III	4	Wood Shop IV	10
Handwork III	4	Metal Shop II	4
½ Wood Shop II	5	Theory and Organization	2
Sketching and Lettering	2	Industrial Materials	2
Elective	4	Music IV	1
		Elective	3

2

ONE-YEAR COURSE

For Normal School Graduates

<i>First Term</i>		<i>Second Term</i>	
Handwork III	4	Teaching I M. A.	2
Wood Shop II	10	Handwork IV	4
Clay I	4	Wood Shop III	10
Leather I	4	Clay II	4
Metal Shop I	4	Mechanical Drawing II	6
<i>Third Term</i>			
Teaching III M. A.	4	Metal Shop II	4
Wood Shop IV	10	Theory and Organization	2
Leather II	4	Geography IV	2

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Method I -----	1
Art I -----	3	Drawing and Painting IV-----	4
Perspective -----	2	Composition and Design I-----	5
Drawing and Painting I-----	6	Art Appreciation and History I	1
Mechanical Drawing I-----	4	Outdoor Sketching I-----	5
Elective -----	6	Elective -----	8
<i>Second Term</i>		<i>Second Term</i>	
Child Study -----	5	Method II -----	2
Art II -----	3	Teaching I A.-----	5
Drawing and Painting II-----	4	Drawing and Painting V-----	4
Mechanical Drawing II-----	6	Composition and Design II-----	6
Art Crafts I-----	4	Art Appreciation and History II	1
Elective -----	4	Outdoor Sketching II-----	5
<i>Third Term</i>		<i>Third Term</i>	
Pedagogy and School Economy	5	Method III -----	2
Observation. I -----	1	Teaching II A.-----	4
Teaching I -----	5	Drawing and Painting VI-----	4
Art III -----	4	Art Appreciation and Hist. III	1
Drawing and Painting III-----	5	Illustration -----	5
Elective -----	5	Interior Decoration -----	6
		Art Crafts III-----	2
		Music IV -----	1

2

ONE-YEAR COURSE

For Normal School Graduates

<i>First Term</i>		<i>Second Term</i>	
Method I -----	1	Method II -----	2
Drawing and Painting IV-----	4	Drawing and Painting V-----	4
Composition and Design I-----	5	Composition and Design II-----	6
Art Appreciation and History I	1	Art Appreciation and History II	1
Outdoor Sketching I-----	5	Outdoor Sketching II-----	5
Perspective -----	2	Mechanical Drawing II-----	6
Mechanical Drawing I-----	4	Art Crafts II-----	2
Clay -----	4		
<i>Third Term</i>		<i>Third Term</i>	
Method III -----	2	Interior Decoration -----	6
Drawing and Painting VI-----	4	Teaching II A.-----	4
Art Appreciation and Hist. III	1	Art Crafts III-----	2
Illustration -----	5	Music IV -----	1

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology	5	Teaching I M.....	5
Voice Culture I.....	2	Voice Culture IV.....	2
Ear Training I.....	5	Songs I.....	2
Melody Writing	2	Chorus Conducting I.....	2
Harmony I.....	5	Conference I.....	1
Music History I.....	2	Method I.....	3
Elective	5	Elective	5
<i>Second Term</i>		<i>Second Term</i>	
Child Study	5	Teaching II M.....	5
Voice Culture II.....	2	Voice Culture V.....	2
Ear Training II.....	2	Songs II.....	3
Music Appreciation I.....	3	Chorus Conducting II.....	2
Harmony II.....	5	Conference II.....	1
Music History II.....	2	Method II.....	3
Elective	5	Elective	5
<i>Third Term</i>		<i>Third Term</i>	
Pedagogy and School Economy	5	Teaching III M. or Obs. M.....	10
Voice Culture III.....	2	Voice Culture VI.....	2
Music Appreciation II.....	5	Songs III.....	3
Harmony III }	5	Chorus Conducting III.....	2
or Teaching I M. }	5	Conference III.....	1
Music History III.....	2	Method III.....	2
Social Ethics	1	Music IV.....	1
Method }	3	Special Music Teaching.....	5
or Elective }	3		

2

ONE-YEAR COURSE For Normal School Graduates

<i>First Term</i>		<i>Second Term</i>	
Teaching I M.....	5	Teaching II M.....	5
Voice Culture IV.....	2	Voice Culture V.....	2
Ear Training I.....	4	Ear Training II.....	1
Melody Writing	2	Harmony II.....	5
Harmony I.....	5	Music History II.....	2
Music History I.....	2	Songs II.....	2
Songs I.....	2	Chorus Conducting II.....	2
Chorus Conducting I.....	2	Music Appreciation I.....	4
Method I.....	3	Method II.....	3
<i>Third Term</i>			
Teaching III M. or Obs. M.....	5	Chorus Conducting III.....	2
Voice Culture VI.....	2	Music Appreciation II.....	4
Harmony III.....	5	Music IV.....	1
Music History III.....	2	Conference III.....	1
Songs III.....	2		

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS.

1

TWO-YEAR COURSE

For High School Grāduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Teaching I H. E. and Observa-	
Cookery I -----	5	tion H. E.-----	5
Sewing I -----	5	Cookery IV -----	6
Art I -----	3	Chemistry of Foods -----	4
Textiles -----	4	Marketing and Accounts-----	2
Elective -----	3	Millinery -----	4
		Methods in Home Economics--	2
		Elective -----	2
<i>Second Term</i>		<i>Second Term</i>	
Child Study -----	5	Teaching II H. E.-----	5
Cookery II -----	5	Cookery V -----	4
Sewing II -----	5	Dressmaking -----	6
Art II -----	3	House Plans -----	4
Handwork II -----	3	Elective -----	6
Social Ethics -----	1		
Elective -----	3		
<i>Third Term</i>		<i>Third Term</i>	
Pedagogy and School Economy	5	Teaching III H. E.-----	4
Cookery III -----	5	Dietetics -----	4
Sewing III -----	5	House Furnishing and Decora-	
Art III -----	4	tion -----	4
Handwork IV -----	3	Household Management -----	2
Elective -----	3	History of Home Economics---	2
		Food Production and Manufac-	
		ture -----	2
		Music IV -----	1
		Elective -----	6

2

ONE-YEAR COURSE

For Normal School Grāduates

(This course may not be given before September, 1913.)

ADDITIONAL COURSES FOR THE TRAINING OF DEPARTMENTAL TEACHERS

In further response to the increasing demand for departmental teachers in the grades, and especially in the newly-organized intermediate schools, the Normal School offers opportunity for specialization in branches other than those characteristic of the special courses out-

lined above, as in English, Nature Study, History, Arithmetic, and Geography. This opportunity is at present particularly available for college and university students and graduates. These courses will be arranged and outlined to suit the requirements of individuals upon application.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined.

Electives should be chosen under the direction of the group teachers and should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are subject to the approval of the President.

List of Electives, including method courses required in cases indicated under regulations concerning substitutions.

1. General Science: Five periods a week every term.
2. Geography IIIa, Physiography: Five periods a week, winter term.
3. Geography IIIb, Economic Geography: Five periods a week every term.
4. Reading II: Advanced work in expression. Three periods a week fall and spring terms.
5. Reading III: Method. Two periods a week, winter term.
6. History II: Method. Two periods a week every term.
7. History III: California. Three periods a week, winter and spring terms.
8. English V: Methods in literature. Two periods a week every term.
9. English VI: Methods in language. Two periods a week, spring term.
10. English VII: Shakespeare. Two periods a week, spring term.
11. English VIII: Oral Expression. Three periods a week, spring term.
12. Arithmetic II: Method. Two periods a week every term.
13. Psychology II: Advanced. Four periods a week, spring term.
14. Primary Education: Four periods a week every term.
15. School Hygiene: Two periods a week, spring term.
16. Teaching IV: Individual assignment. Any term of senior year.
17. Art III: Advanced. Three periods a week, fall and spring terms.
18. Physical Training VI: Playground work. Two periods a week, spring term.
19. Library Methods. Three or more periods a week.
20. Any subject of a course other than the one a student is pursuing, provided he has the prerequisites for the desired subject, and that it is not included in his required course.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute General Science.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography or Economic Geography.
4. Students accredited in Physical and Commercial Geography may substitute freely for Geography I.
5. Students accredited in nine units of high school English, including one and one half units of English Grammar, may substitute freely for English III, provided the substitution includes English VI; those accredited in twelve units of high school English may substitute for English IV, provided the substitution includes English V.
6. Students accredited in nine units of high school history, including three units of U. S. History and Government, may substitute for History I, provided the substitution includes History II.
7. Students accredited in nine units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.
8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading III.
9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. Which course will be required in any case shall be determined by three directors of the Art Department.
10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of instructor in Music, for all music except III and IV.
11. Students electing the Academic Professional Course, who, under the rules, are allowed substitutions, will be expected to take Reading I (in place of II) and Arithmetic I (in place of II) unless relieved as provided in 7 and 9.
12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or trade a subject in advance of his group, provided he has the prerequisites for the pursuit of this advanced subject.
14. Any student who is pursuing the General Professional Course and who desires later to enter one of the special courses is advised to choose his electives with that end in view.

EXPLANATION OF COURSES OF STUDY

1. GENERAL PROFESSIONAL

Requirements for Admission

The scholastic requirements for admission may be met in several ways: I. A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted, provided that at least 36 units of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, 6 units; Plane Geometry, 3 units; Algebra, through Quadratics, 3 units; History and Government of the United States, 3 units; Science, 3 units.

Each of the subjects of this course is offered every term, but for various reasons it sometimes becomes necessary for one or more groups of subjects to follow an order different from that given in the outlines.

II. ACADEMIC PROFESSIONAL

Requirements for Admission

Credentials requisite for admission to any one of the colleges of the State University.

Students intending to pursue this course should enter in the fall term unless they can secure advance credits in French or German, as the courses in these subjects are given but once a year, in the order indicated in the outline.

OUTLINE OF THE COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special

emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Prerequisite: The Normal School course in physiology, or its equivalent.

Five hours per week for one term.

Psychology II: Advanced Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

Three or four hours a week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made.

The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Prerequisite: Psychology I.

Five hours per week for one term.

Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on text-books. The work presupposes a knowledge of, and is for the most part based upon, the established facts of educational psychology and child study, attention being directed primarily to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts and interests of children; the media of education; and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office. Some analysis is made of the social and ethical phases of the teacher's work and of his relation to school officials, parents, and to the public generally.

More specifically, the course treats of the ordinary details of school management, including such topics as discipline, assignment of lessons, technique of study, the recitation, types of lessons, lesson plans, tests and examinations, programs, classification, gradation, promotions, and the more external matters of proper care and use of the ordinary materials, equipment and facilities of the schoolroom and building.

Prerequisites: Psychology I and Child Study.

Five hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Prerequisites: Psychology I and Child Study.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. Monroe's Brief Course in the History of Education is the principal text.

Five hours per week for one term.

School Law

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

Observation, Teaching, Problems of the Novitiate in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich their experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students the next week and are used to illustrate topics that have been discussed. Toward the close of the term, emphasis is laid on the necessity of careful plans for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. The course dealing with the problems of the novitiate in teaching

is required of all students during the final term. This course consists of lectures and conferences upon miscellaneous topics especially selected for students about to graduate and to enter upon the work of teaching in the public schools.

Practice in teaching is usually afforded in a lower, a middle, and an upper grade, under constant constructive criticism of the training teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation and Problems of the Novitiate in Teaching: One period, last four terms.

Teaching I and II: Five periods, first two terms of Senior year. These must be accompanied by Observation II and III, respectively.

Teaching III: Ten periods, last term. It must be accompanied by Problems of the Novitiate in Teaching.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program are discussed, and definite methods of teaching specific subjects formulated. An effort is made to follow the children in their periods of development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week, each term.

ENGLISH

English I and II: Composition

The purpose of this work is to help students to acquire good habits of verbal expression. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and

the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition.

This work is required of all students except those who enter with advanced credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought. This method of approach not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to the study of selected literary masterpieces. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English Literature

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching literature in the

elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Methods in English Language

This course comprehends an inquiry into the problems and principles of English language teaching in the elementary grades, with the purpose of determining the most practical and effective methods. The point of view is indicated in the description of the course, English III, above. Required of students not taking English III.

Two hours per week for one term.

English VII: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VIII: Oral Expression

This is an elective course, designed particularly for students of the special courses, but open to election by others.

Three hours per week, spring term.

Spelling and Expression

Students found to be deficient in either or both of these subjects will be required to remove the deficiency by special work under the direction of the Department of English.

MODERN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in French or German, for periods depending upon the amount of credit in foreign languages presented on admission, and upon the college of the university for which they are making preparation.

To be admitted to this course, students must have had four years of previous work in foreign languages.

French I, II, III represents work in beginning or first year French, including grammar, reading, composition, and daily conversation.

French IV, V, VI represents work in second year French, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

German I, II, III represents work in beginning or first year German,

including grammar, reading, writing, composition, learning German songs and poetry, and daily conversation.

German IV, V, VI represents work in second year German, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

HISTORY

History I: Industrial History of the United States

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. For those who have had three years of History in the high school (including one year of United States History and Civics), a History Methods Course is offered. In this course a study is made of methods and materials for the teaching of history in the grades.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material is used. The work in this course includes a survey of the native races and Spanish occupation of California; the American conquest; political organization and development of the State; industries and topics of current interest to the citizens of California. The aim of the course in large part is to afford the students an opportunity for original investigation, and to give a knowledge of local events, past and current.

Three hours per week for one term.

READING

Reading I: General Course

The aim of the course is to help the student to an appreciation of good literature and the beauty of the English language; to improve the quality of voice; to establish a natural ease of manner in speaking and reading; to give the student a specific idea of the method employed in the teaching of the subject in the grades. The personal development precedes the work in method.

The work in method includes primary reading, the use and place of phonics, principles employed in the presentation of reading and literature in the intermediate and grammar grades, choice of material, story telling and dramatization. Observation lessons are given during the course by instructors in the department. Frequent conferences are held and criticisms given students in connection with the teaching of reading in the Training School.

Five hours per week for one term.

Reading II: Advanced

This course continues the work of Reading I, except that little attention is given to method. It includes practice in extemporaneous speaking and the dramatic reading of one Shakspearean play.

Three hours per week for one term.

Reading III: Method

This covers the method work of Course I, and is offered especially for students entering with advanced standing, who are not required to take Reading I.

Two hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to

grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or hold entrance recommendations in physical geography. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend the "factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Five hours per week for one term.

Industrial Materials

This course deals with the geographical distribution and production of the materials that enter into the work of the teacher of Manual Arts. While the course is intended for those who are specializing in Manual Arts, it will be found helpful to others, and may be taken as an elective. For a further description of the work see the Manual Arts Course.

Two hours per week for one term.

GENERAL SCIENCE

This is a purely elective course, offered as preparation for the work in Domestic Science, Agriculture, Nature Study, and Physiology. An effort is made to present the broader principles of Chemistry and Physics as they affect the living cells and thus to lay the foundation for a clearer understanding of the life processes and the needs of both animal and plant. The course should contribute also to a more correct interpretation of many of the processes involved in the study of Physical Geography.

Lectures, with demonstrations, five hours per week. Open to all students.

Nature Study I: Agricultural Aspect

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and, as such coördinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, potting and repotting plants, etc.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, yet as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Four hours per week for one term.

Nature Study II: Biological Phase

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with, and in such way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim in order to develop an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Illustrative material is drawn from the student's immediate surroundings.

Four hours per week for one term.

PHYSIOLOGY AND HYGIENE

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required at appropriate times in connection with and following the course.

Five hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetical solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the class room and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a short course in Special Methods in Arithmetic is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

LIBRARY METHODS

This course is intended as an elementary introduction to the use of books and the library, also to the organization and management of school libraries.

Part I. Use of the Library: the book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

Part II. Library Management: book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Three periods or more a week for a term of twelve weeks is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice-work in the library under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf-list and catalog a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

MANUAL ARTS

The work in this department is planned with special reference to the needs of the teacher. The aim of the work is to give to students a thorough working knowledge of the tool exercises and materials commonly used in school courses; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in handwork.

Handwork I

Paper tearing, folding, and weaving; cardboard construction; drawing and lettering.

Two periods per week for one term.

Handwork II

Constructive work with raffia, reeds, pith, paper, yarn, and cord.

Three periods, with two of practice, per week for one term.

Wood Shop I

Bench work, including useful models in the construction of which the correct use and proper care of the common woodworking tools can be profitably taught; the reading of working drawings, blue prints, and sketches; and the use of stains and other finishes.

Three periods, with two of practice, per week for one term.

ART

The purpose of the Art Department is: first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, following this by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the

Training School. The advanced work (Course V) includes the planning of equipment and study-courses. One term of teaching, under supervision, is also required.

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Stenciling in fall term only.

Three periods per week for one term.

Art Ik

Illustrated talks on Art Appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Color scales and schemes. Landscape composition, animals, birds, flowers and figures applied to stories and carried out in cut paper—crayola and water color.

There periods per week for one term.

Art II

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Still-life. Methods of teaching art.

There periods per week for one term.

Art III

Elective. Art appreciation. Principles and elements of art. Composition and design. Outdoor sketching. Figure sketching and composition.

Four periods per week for one term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the *music* or art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious light tone, which naturally belongs to the child, must always be preserved. Care of the children's

voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (*e. g.*, *loo* or *la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.

2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.

3. Presentation, by students, of rote songs for class criticism based upon:

- (a) Value of the song—melodic, rhythmic, ethical.

- (b) Teacher's conception of the song, and attitude toward the class.

- (c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

- (d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic

and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical forms. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I: Theory and sight reading

Two hours per week for one term.

Music II: Sight reading and song presentation

Two hours per week for one term.

Music III: Song presentation method

Two hours per week for one term.

Music IV: Study of composers, program work

One hour per week for one term.

HOME ECONOMICS

A knowledge of the preparation of food and of the adaptability of textiles to the needs of the human race is of fundamental importance to all. Instruction and training along these lines are being rapidly introduced into our public schools. The purpose of this department in the Normal School is to give to the teachers who complete the course the essentials necessary to meet these additional requirements.

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery

Prerequisite: High School course in chemistry, or a course in General Science.

The kitchen, its arrangement and care; the selection, use, and care of utensils, stoves, ranges, fuels.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles: Composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods: Cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Relative and comparative value; gelatine dishes; inexpensive cuts; left-overs.

Salads, sandwiches, school lunches.

Desserts.

Invalid cookery: liquid, semi-solid and solid foods.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing

A course of hand sewing, including the following stitches: Even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

Study of textile fibers: cotton, flax, wool, silk, ramie, etc.

Spinning wheel, loom, modern machinery used for spinning and weaving.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making; undergarments, shirt-waist, suits, aprons, etc.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The coöperation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. The expense will be from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

The young women are assigned to the gymnasium in regular study periods. The young men use the gymnasium after school.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, relaxing exercises, rhythmic movements, marching,

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Advanced Swedish gymnastics. Simple apparatus work, such as exercises upon stall bars, bom, ladders, ropes. Drill in leading squads and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Theory of physical training with practical applications. Methods of teaching children, and the analysis of positions common during school life. Classified games and folk dances for the first five grades.

Two hours per week for one term.

Course V

This course consists of exercises with and without hand apparatus. Games for the upper grades. Folk and aesthetic dances.

Two hours per week for one term.

Course VI

This course, which is elective, deals especially with playground work, and is given twice a week during the spring term only.

Course in Play

While no special provision is made for training students for directors of playgrounds, it is possible for many students so to plan their work as to secure considerable preparation tending in that direction. The general course is rich in material and methods for such work. This is especially true of physical training IV and VI and the courses in kindergarten training, manual training, music, art, and child study. In the child study course there is opportunity, for those who desire, to make a special study of children's plays and the playground movement. Course VI in physical training is especially arranged to assist those who may desire summer work on the playgrounds.

III. KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

The requirements for admission to the Kindergarten Training Course are the same as those for the General Professional; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the latter course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

Students desiring admission to the course should enter in the fall term, unless they have advanced credits in the kindergarten subjects, as these are offered but once a year in the order indicated in the outline, where these subjects are designated by the star.

OUTLINE OF THE COURSE

Kindergarten Theory

Lectures, discussions, papers—a study of Froebel's Philosophy and educational principles as embodied in the Mother Play and the Education of Man, and the relation of these to modern theory and practice.

Theory I, II, III, and IV

The Mother Play—the development of fundamental instincts; the training of the senses; the development of the hand, finger plays and manual training; the development of the social and moral standards.

One hour a week, first, second, third terms. Two hours a week, fourth term.

Theory V

Education of Man—a study of the fundamental principles of Froebel's Philosophy.

Two hours a week, fifth term.

Theory VI

An attempt to relate Froebel to his times and show his especial contribution to education and the phase of the kindergarten in the school.

One hour a week, sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene, I, II, III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week, first, second, and third terms.

Games and Hygiene, IV and V

A study of the original development and purposes of games, the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week, fourth term. One hour per week, sixth term.

HANDWORK

Lectures, discussions, and class exercises. This course is designed to equip the student with a practical knowledge of those racial toys and materials, as well as those denied by Froebel, which serve as a means of self-expression for the child; and with the principles of method which underlie their use.

Handwork I_k, II_k, III_k

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Occupations; a technical training in the various forms of kindergarten handwork, including (1) bead stringing; (2) paper folding; (3) cardboard and coarse sewing, doll making; (4) weaving paper and cloth, simple basketry; (5) paper cutting and pasting; (6) drawing; (7) color work or painting; (8) construction with cardboard, nature material, etc.; (9) clay modeling; (10) use of sand table.

Three hours a week, first three terms.

Handwork IV_k

Experimental work in adaptation of the gifts and occupations to the environment of the child in California.

One hour a week, sixth term.

Story Work

Reading, lectures, and practice in story-telling. This course aims to acquaint the student with the sources of good literature for children; to give standards of selection and adaptation; and to afford practice in story-telling.

Once a week, third term. Twice a week, fourth and fifth terms.

Nature Study I^k, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week, second term.

KINDERGARTEN MUSIC**Kindergarten I**

Breathing exercises; voice placing; sight reading; selection of kindergarten music.

Kindergarten II

The study of kindergarten songs, and method of teaching them. Work in phrasing and expression.

Kindergarten III

Advance program work; continuation of methods of teaching.

Instrumental

Actual instruction in piano playing is not given in the course. Because of the demand for kindergartners who are also pianists, the entrance requirements of the Kindergarten Department include ability to play simple rhythms, games, and song accompaniments. See statement regarding music under General Requirements for Admission.

One hour per week, spring term.

KINDERGARTEN ART COURSE

This course is planned especially for the students of this department, and selects from Art I and II those features which are directly applicable to the work of the Kindergarten.

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

In recognition of the steady and growing demand for special teachers, the school offers, in addition to the manual training included in the General Professional Course, Special Manual Arts Courses.

Requirements for Admission:

The Two-Year Course—Graduation from a high school giving four years of work above the eighth grade.

The One-Year Course—Graduation from a normal school or college. Prerequisites to the one-year course are Art I, II, and III, Handwork I and II, Wood Shop I, and Mechanical Drawing I (see descriptions of these courses), or their equivalents. For those not able to offer these credits an additional term of residence may be necessary. Upon the satisfactory completion of either of the above courses a diploma in elementary Manual Arts will be granted. Holders of this diploma will be recommended to the County Board for the Special Elementary Certificate in Manual Arts.

Such students as show the proper qualifications and do the necessary amount of advanced work (including teaching in the Normal classes) will be given a *special* diploma in Manual Arts, and will be recommended to the County Board for the Special High School Certificate.

OUTLINE OF THE COURSES

Handwork III

Weaving and textiles.

Four periods per week for one term.

Handwork IV

Book-binding, including the making of portfolios, blotter pads, and laced and sewed books.

Four periods per week for one term.

Wood Shop II

Joinery and wood turning, including work with woodworking machinery.

Ten periods per week for one term.

Wood Shop III

Cabinet and furniture design and construction. Advanced work with the bench tools and machinery.

Ten periods per week for one term.

Wood Shop IV

Continuation of Wood Shop III, and including a short course in Wood Carving.

Ten periods per week for one term.

Mechanical Drawing I

Geometrical problems, conic sections, orthographic projection, and lettering.

Four periods per week for one term.

Mechanical Drawing II

Objects oblique to planes, the development of surfaces, the intersection of surfaces, the use of auxiliary planes, and a brief treatment of isometric and cabinet projection.

Six periods per week for one term.

Sketching and Lettering

Shop problems and original designs.

Two periods per week for one term.

Metal Shop I

Work in copper and brass along art crafts lines.

Four periods per week for one term.

Metal Shop II

Advanced work in design and construction, covering some of the more difficult processes employed in the trades.

Four periods per week for one term.

Clay I

Modeling and Pottery. Emphasis will be laid upon the study of form, design, decoration, and technique.

Four periods, with two of practice, per week for one term.

Clay II

Continuation of Clay I, including glazing and firing.

Four periods per week for one term.

Leather I

The principal operations in tooling, coloring, and making up.

Four periods per week for one term.

Leather II

Continuation of Leather I.

Four periods per week for one term.

Industrial Materials

Lectures and library work. A study of the distribution of forest products, textile materials, minerals, etc.; their preparation for use; and transportation to manufacturing centers.

Two periods per week for one term.

Theory and Organization of Manual Arts

Lectures, written reports, library work, and discussions.

Two periods per week for one term.

Teaching I M. A.

Assisting and observation.

Two periods per week for one term.

Teaching II M. A.

Four periods per week for one term.

Teaching III M. A.

Two periods per week for one term in a lower grade, and two periods per week for one term in an upper grade.

Candidates for the Special High School Certificate, in addition to the above, must do enough practice teaching in Normal classes to satisfy the department that they are competent to teach the High School work.

For description of other courses in Manual Arts see explanation under General Professional Course.

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses are offered on account of an increasing demand for advanced work and also because of many applications to the Normal School for departmental teachers of art.

Requirements for Admission:

These courses will be open to graduates of accredited Normal Schools and to those who have had equivalent training, provided they have done satisfactory work in Art I, II, and III, of the General Professional Course, or their equivalents. The director of the Art Department will decide all questions as to advanced credits and equivalents in art. These may be determined through credentials, work submitted, or through examination. Any two or all three of these methods may be employed by the Art Department before a student's matriculation is complete.

These courses are planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements, entitling them to a recommendation for the Special Elementary Certificate in Art.

A diplomas for supervisory, high school, and normal teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

As the various subjects in these courses are given but once each year, in the order shown in the outline on page 23, students can be admitted only at the beginning of the year, unless they have advance credits for the work up to the time of admission.

The department expects that, after September, 1913, there may be opportunity for those finishing either of the above courses to qualify for departmental teaching of art in high school by taking such additional work as may be outlined by the Committee on Special Courses.

OUTLINE OF THE COURSES

Drawing and Painting I

Blackboard, brush and ink, and charcoal work, with special attention paid to rapid and accurate expression of form.

Drawing and Painting II

Water color, still life, figure, and landscape, with reference to such work in the grades.

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Composition and Design I, II

Application of principles of design to special problems, such as tiles, book-covers, designs for stained glass, hangings, carpets, etc. Study of Munsell color system and working out problems in full colors.

Five periods per week, first term. Six periods per week, second term.

Art Appreciation and History of Art I, II, III

An appreciative study of painting, sculpture, architecture, and design; with discussion of their historical development. The course is illustrated by photographs and lantern slides. Readings in text-books will be assigned and tested by frequent written and oral exercises.

One period per week for three terms.

Illustration

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Five periods per week for one term.

Outdoor Sketching I, II

Study of landscape composition in reproductions of masterpieces. Drawing from nature. Choice of subject. Study of values and massing of dark and light. Mediums used—charcoal and water-color.

Six periods per week for two terms.

Art Crafts

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving or embroidery. Fitness of the design to the qualities and limitations of the material in each case a problem for special study.

Two periods per week for one term.

Handwork III, Handwork IV, or Clay Modeling may be substituted for Art Crafts, if advisable.

Interior Decoration

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, furniture, house decoration, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Six periods per week for one term.

Method

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with methods and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study.

One period per week for one term and two periods per week for two terms.

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in work in studio and in outdoor sketching. Mechanical Drawing is required of all Art students. See Manual Arts Department.

Description of Art I, II, and III will be found in the explanation of the General Professional Course.

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

Students can be admitted only at the beginning of the school year, unless they present credits covering the work of that portion of the course preceding the time of entrance.

Required for Admission:

To the Two-Year Course, graduation from a high school offering four years' work above the eighth grade.

Prerequisites:

1. A thorough knowledge of the elements of music; the ability to sing at sight music of moderate difficulty; and to write, in good form, simple music dictation.

2. Sufficient ability in pianoforte playing to insure the satisfactory accompanying of high school music after two years of study.

To the One-Year Course, graduation from a normal school or college, provided such persons have had the same prerequisites as those entering the Two-Year Course and, in addition, all the music work of the first year of the Two-Year Course not provided for in the One-Year Course.

Graduation from either of the courses will entitle the student to a diploma carrying with it a recommendation for the Special Certificate in Music.

OUTLINE OF THE COURSES

Voice Culture: Two lessons a week.

Ear Training: Sight-singing, music dictation, choral practice.

Melody Writing.

Harmony: Formation of scales, intervals and triads; study of natural tendencies of tones; harmonizing melodies; simple chord combinations will be played, recognized and written; study of the chord of the diminished seventh and the dominant ninth; modulations; passing tones, suspensions, altered chords, etc.

Music History: Music of ancient nations; development of music notation, instruments and music form; general development of music through the classical, romantic, and modern periods; and the relation of music to other arts and to human life.

Music Appreciation: Including explanatory recitals tending to stimulate the listening faculty and to encourage correlation of music with general history and literature.

Chorus Conducting: Use of the baton; selection and placing of voices for glee clubs, etc.

Songs and Song Material.

Music Methods.

Teaching and Observation.

Courses in Psychology: Child study, Pedagogy, and Social Ethics.

Suggested electives are:

History of Education, English VIII, Reading, French or German, Folk-Dancing.

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses lead to a diploma entitling the holder to recommendation for the Special Elementary Certificate in Home Economics.

Except by special arrangement, students will be admitted to these courses only at the beginning of the academic year.

Credit will be given for work done in other schools when equivalent to work in these courses. Substitutes will be allowed for work of the same character and amount done in high school, but only in exceptional cases for Cookery I or Sewing I.

Requirements for Admission:

To the Two-Year Course, graduation from four-year high schools.

Fees

A fee of three dollars per term will be charged for the courses in Cookery, except Cookery I.

Personal Equipment

Students taking Cookery will provide themselves with the following articles before the first class meeting:

1. Two plain white bib aprons, with shoulder straps. These should be sufficiently large to cover the skirt.
2. Two, or more, red and white check, linen tea towels, three fourths of a yard long.
3. Two dish cloths (proper size and material, finished edges).
4. One holder (5 or 6 inches square), with two adjustable, washable covers.

Every article should be marked plainly and indelibly with the owner's full name.

Students will wear plain high or round neck, long or three-quarter sleeved cotton waists for cookery.

OUTLINE OF THE COURSES

Courses in Sewing and Cookery should be taken in the order as numbered.

Sewing I. Stitches, seams; models, doll clothes. Fundamental work for grade teaching.

Sewing II. Paper patterns, sewing machines, garment making.

Sewing III. Drafting, cutting, and making plain garments.

Cookery I. Study of the fundamental food principles; care of foods, kitchen and equipment.

Five hours per week for five terms.

Prerequisites: One-year high school course in Physiology and high school course in Chemistry or General Science. (Students who cannot offer these prerequisites will be given an opportunity to make them up during the fall term.)

Cookery II. Food combinations; baking, etc; laboratory readings and lecture.

Five hours per week for five terms.

Cookery III. Continuation of Cookery II.

Five hours per week for five terms.

Cookery IV. Serving meals.

Five hours per week for five terms.

Cookery V. Diet for invalids and children.

Cookery VI. Dietetics.

See description of courses in Cookery and Sewing in explanation of General Professional Course.

The one-year course may not be offered before September, 1913.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. A number of students are given opportunity to do Cadet teaching in the Los Angeles city schools.

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore, the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Articulation drills. Dramatization of suitable stories read. *Phonics:* Daily systematic work correlated with reading and spelling. *Spelling:* Oral and written. Emphasis on visualization. *Writing:* Chiefly on blackboard. Pencil introduced. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories chiefly with reference to special holidays. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Raffia—braiding, weaving, winding. Doll's hammock, doll's sweater, and book-bag weaving on loom. Other constructive work related to industries and occupations. Much of the work illustrative of other subjects. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Scale and chords developed through songs; (b) Rhythmic exercises developing time. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Phonics:* see second grade. *Writing:* Mainly with pencil. Ink introduced. Muscular move-

ment and natural slant throughout the grades. *Spelling*: Oral and written. Dictation of nursery rhymes. *Literature*: Mostly stories told to children. See second grade. *History*: See second grade. *Language*: Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic*: Addition and subtraction. *Nature Study*: Biological and geographical. *Art*: Rhythm, spacing, alteration. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training*: Introduction to cardboard construction. Knotting, winding, and weaving of raffia. Other constructive work related to industries and occupations. Simple pottery begun. Class projects. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Expression emphasized. *Phonics*: See preceding grades. *Writing, Spelling, Literature*: Stories told to and read by children. See second grade. *History*: Stories and supplementary reading in connection with holidays, continued throughout grades. Local city history and early California missions, last month. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. Synonyms, homonyms, and use of dictionary. *Arithmetic*: Multiplication and division. *Nature Study*: I. Biological (a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studied—products and by-products of economic plants. 2. Agricultural—(a) Coöperative work with economic plants for B4's. (b) Flower studies and seed distribution for spring A4's. (c) Individual garden plots for fall A4's. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of

food, clothing, shelter, and transportation. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Dyeing of textiles and more specific study of textiles than in preceding grades. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature*: Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization. Articulation, phonic and dictionary drills. *Spelling, Writing. History*: Current events. Practical civics. Stories of Greeks and Romans. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions and decimals. *Nature Study*: Garden work in individual plots. Flower studies and seed distribution for fall A5's. *Geography*: North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Stenciling or wood-block printing. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: For boys—Emphasis on constructive work with clay and cement; book-binding; class projects. For girls—Work with boys, first half; sewing, second half. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room or yard, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps, simple apparatus work. Competitive games, such as relay race. Olympic games on playground.

Sixth Grade. *Reading and Literature*: See preceding grades. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling. Writing. Arithmetic*: Fractions, subtraction of dates, aliquot parts. *Nature Study*: In the fall, plant propagation in lathhouse. In the spring, apiary work and insect studies; nature study clubs (emphasis on

biological phases). *Geography*: Asia, South America. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Current events. Practical civics. Municipal civics. Continental history, study recitation, first half; English history, study recitation, second half. Dramatization. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color scheme. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for boys. Sewing, for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Games of low organization, such as Corrier Ball. Outdoors when possible.

Seventh Grade.—*Reading and Literature*: See preceding grades. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical construction of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*. *Writing*. *Arithmetic*: Percentage, literal quantities, involution, extracting square root measurements, and constructions. *Nature Study*: In the fall, agricultural clubs (field trips). In the spring, coöperative experimental plots (field crops). *Geography*: Africa and Australia. Review of continents. *History*: United States History to 1845. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangements. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Swedish Day's Order. Games of higher organization, such as Captain Ball and Playground Ball. Folk dances. Outdoors, when possible.

Eighth Grade. *Literature and Reading*: As in preceding grades, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal"; "The Lady of the Lake"; Julius Cæsar"; or "The Merchant of Venice"; shorter selections, including "The Man Without a

Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of the facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling*. *Geometry*. *Arithmetic*: General review. *Physiology*: Last half year. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. The United States and California in the light of this study. *History*: United States History concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stencil or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Outdoors, when possible.

THE LIBRARY

The library contains about 25,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: Psychology and education, science, travel, history, and literature. About 2,000 new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about 1,000 volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing, besides the title and subject of every book and the name of its author, many analytical references to books, the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF PREVIOUS CATALOG

OMITTED FROM EARLIER LISTS

M. Genevieve Kidd, General Professional Course.....March, 1910
Howard D. Allen, Manual Training Course.....March, 1911
Graduate General Professional Course, June, 1910

WINTER CLASS, DECEMBER, 1911

General Professional Course

Mrs. Grace R. Alford	Essie Geiger	Pearl Blanche McEndree
M. Etha Andrews	Lottie Halverson	Annie Mary Moore
Martha Mace Armstrong	Bessie Edna Hamilton	Irma Gertrude Parks
Ida Davis Beal, A.B.	Lelia Pearl Hamilton	Catherine R. Rogers
Susan Harriet Beam	Margaret Beechner Harding	Mrs. Margaret Hulff Romer
Mildred Baer	Ada E. Hershberger	Lucy Sanders
Charlotte Bradley	Florence Thornton Hill	Mamie A. Sawyer
Mary Grace Brown	Mrs. Inez R. Honnold	Ruth Watt Stailey
Anna Ardean Buffon	Sina Huff	Edith May Steinberger
Hazel Bartlett Burns	Lena Stimpson Hunt	Mary Story
Mary Frances Buswell	Mayme Agnes Keller	Lottie May Sylvester
Ruth Ethlyn Chandler	Estelle Knowlton	Helen Josephine Ward
Mary Elizabeth Cist	Nannie E. Laughead	Helen Amelia White
Leah Berenice Combs	Emma Le Sage	Hazel Wiggs
Beulah Cowan	Dimple Anna Maberry	Anna M. Williams
John Paul Dyck	Ethel Luella McClintock	Jessie Marv Willits
Sarah T. French	Ella N. McDonald	Annie D. Young

Kindergarten Training Course

Marion Attridge Gladys Virginia Bucklen Ethel E. Hattie

SPRING CLASS, MARCH 29, 1912

General Professional Course

Marjorie A. Adams	Frances Hall	Natalie Metcalfe
Farla Frances Bemus	Marie Harding	Nella Moody
Annie Mary Boyd	Clarice Hawkins, A.B.	Mina Morrison
Aimee Bourdieu	Minda Heldman	Cecile I. Norton, A.B.
Jessie Lucile Campbell	L. Marian Hines	Anna B. Powers
Dorothy Conger	Ruth Alma Horton	Lelia M. Rathwell
Blanche Lunn Davenport, A.B.	*Mrs. Katherine Landt Howze	Rachel Leah Rosenblatt
Jean Elizabeth Davis	Margaret E. Hunt	Emily Seymour, A.B.
Grace Minerva Davis	Lela Jackson	Albra L. Sparey, A.B.
Inez Dorothy Dunham	Elaine Jackson	Hazel C. Thayer
Miriam Eby	Louise M. Johnson	Edith Van Alstyne
Laura G. Ferguson	Julia M. Kelly	Eva R. Van Loan
Ira Mae Ferguson	Marguerite Mabel Leavitt	Ruth C. Van Vleet
Vera W. Florcken	Hazel M. Lindsey	Laura Thomas Vogt
Emma Winnifred Fullerton	S. Blanche Lytle	F. Elinor Wallace
Edna May Goodwin	Grace McCoy, A.B.	Lulu Narcissa Washburn, B.S.
Louise Grouard	Margaret McGarraugh	

Kindergarten Training Course

Adelaide Smith

*Graduate Kindergarten Training Course, June, 1905.

SUMMER CLASS, JUNE 23, 1911

General Professional Course

Edward Teets Abbott	Alberta Decourt	Ruth A. Heil
Esther Andrews	Susan Margaret de Garmo	Jessie M. Helton
Willia Andrews	Mabel Albertina De Mars	Helen Hermann
Eloise Archer	Bessie T. Dickie	Hazel Irene Hillen
Daisy Dean Auld	L. Ellen Dolton	Eleanor Brooke Hitte
John Emil Bailey	Laura Lillian Donnell	Mary Caroline Hoban
Mrs. Cora Stoner Baker	Glendora Doty	Clarence Hodges
Mabel Ione Baker	Alice M. Douglass	Avis E. Holcomb
Edith Ball	Laura Lee Douglass	Charlotte Marie Holway
Grace Agnes Ball	Mary Belle Douglass	Madora O. Hood
Helen Alice Barr	Helen Lois Drake	Bertha A. Hopkins
Mildred Annette Barry	Gladys Margaret Dresser	Genevieve McNerney Hewey
Mrs. Elsie Chandler Bartlett	Katherine Fern Duignan	*Gertrude A. Hulette
Lottie Behrens	Zelma B. Dunn	Lucy J. Hummel
Ethel Frieda Benson	Edwin Edmiston	Leila Frances Hund
Helen Dorothy Benson	Margaret Miami Edmunds	Gertrude M. Hunt
Clara J. Bentien	Welty Celeste Elder	Emma A. Hunter
Julia May Berrey	Ruth Francis Eldridge	Gladys M. Huston
Frankye Blackman	Wynifred H. Erwin	Ida Iverson
Lois Marion Blake	Ada E. Espe	Freedra Jeffers
Helen Blind	Lillian L. Estes	Mary Rae Jellison
Mildred Blum	Anna M. Eveleth	Mary Jensen
Tillie Borden	Margaret Fairholm	Gail DuBois Jepson, A.B.
Emma Francis Boyd	Ruth Fellows	Esther M. Jones
Millie Bradley	Mrs. Mary E. Felton	Elizabeth M. Johnson
Gertrude Gardner Brain- erd, A.B.	Ruth Ferrell	Vernice Ellice Johnson
Mary Marguerite Brannen	Leanna Field	Ruth Virginia Kennedy
May Bratt	Muriel D. Fisher, A.B.	Nellie H. Killion
Margaret Jane Browne	Ruth Foote, A.B.	Miriam King
Jessie Elwyn Bryant	Florence Forsberg	Elsie V. Kirchner
Nellie May Bryant	Margaret Alban Forsyth	Edna Lucie Kirk
Elizabeth Ruth Burke	Hardinia Franklin	Nettie E. Knall
Myra Elizabeth Burpee	Almette Faye Franks	Eunice Marguerite Knupp
Bessie Beck Bruington	Margaret McKay Fraser	Ione Kuhl
Iva Delight Cameron	Hazel Adeline Frost	Gladys Fullerton Larimer
Orlena Rose Carnes	Edith Garver	Eva Rose Lee
Mattie Chancellor	Catherine Ida Giacomazzi	Ida L. Lewis
Ethel E. Chase	Alma E. Gilbert	Ethel Luella Lockard
Agnes May Christensen	Ruth Leila Gilhausen	Alice Marie Lockwood
Hetty Leigh Clanton	Ethel Susan Gilman	Olive Elizabeth Long
Ida Myric Clark	Marion G. Given	Stella Marguerite Loveland
Nell Travis Coad	Hazel M. Gleason	Jennie C. Lovell
Bess Aileen Cochran	Irene Edith Gleiss	Mrs. Hassie Owen-Lucy, A.B.
Rae Lenore Collins	Mary Catherine Godfrey	Ruth E. Ludwig
Mabel Lucile Cox, A.B.	Bernice Rowena Green	Linda Galloway McClean
Fanny Myrtilia Crawford	Lucy B. Griffen	Helen Ruth McCully
Sara A. Crookshanks	Mollie M. Griffing	Lillie Ann McIntyre
Kathryn Dell Curry	Benjamin W. Griffith	Bessie Edith McKee
Augustine Dalland	Florence May Guyton	Violet McManus
Marfreda Danks	Genevieve C. Harris	Louisa Milford McPeak
Myrtle Davis	Ellen Emily Hart	Josephine Rachel Martin
	Helen Margaret Hawley	Ruth Dorothea Matson

*Graduate Kindergarten Training Course, March, 1910.

Hildreth Mayes	Lucy Henrietta Pohnert	Calla May Thomas
Evaena Mayne	Helen Porter	Aileen Sinclair Thompson
Ruth L. Merriam	Cora Ethel Powell	Bethel Thornton
Margaret Colburn Middaugh	Mabel B. Powell	Jessie Frances Tilley
Ethel Grace Miller	Elizabeth M. Pursell	Jessie Helen Tilley
Florence Lewis Miller, A.B.	Laura Grace Rice, A.B.	Nett Tolle
Adaline Mintener	Marguerite Richards	Vivian Irene Tyler
Lena S. Moore	Lena Riley	Emily Tyrrell
Elizabeth Morten	Clara M. Rippeto	Luella Udall
Eleanor P. Nahlinger	Gladys Ann Rodda	Pearl Walk
Mrs. Myrtle Russell Nash	Elizabeth J. Ross	Margaret B. Walker
Ray G. Nason	Essie Matella Roy	Gertrude Elizabeth Wallace
Ethel Christine Neer	Minnie E. Sadicoff	Sarah Julia Wallace
Mrs. Florence Zuber Neighbors	Bessie Edmona Samuels	Fred D. Ward
Olive M. Newcomer	Edith E. Sanborn, A.B.	Mary Anne Wasem
Laura Marguerite Newman	Grace Charlotte Schindler	Dolores Marie Watson
Gertrude Elizabeth Nicholas	Mary Eda Schoenleber	Adah Waye
Vera Anna Nimmer	Lillie Marie Schroeder	Blanche Marion Webb
Mildred Norton	Elizabeth Scruggs	Hilda Catherine Weldon
Evylena Nunn, A.B.	Bessie May Sheldon	Myrta Harriet Whalian
Ellen S. O'Brien	Anita Arline Shepardson, A.B.	Mary F. White
Maud Parkhurst	Eva Fietta Shollenberger	Myrtle Amelia White
Helen Holly Parkins	Nell May Shupe	Margaret Widener
Susan Minier Parkins	May Pearlletta Simpson	Emma Mary Wilhelm
Ethel M. Parrish	Mrs. Josephine Gertrude Skeeahan	Zilda Williams
Caroline V. Payne	Ellen May Smith	Lora Arline Wilson
Ethel Letitia Peck	Leta Smith	Norris Remington Wilson, A.B.
Mabel Millard Peck	Margaret Laverna Smith	Perry A. Winder
Ethel Mary Perkins, A.B.	Lillian Sokoloff	Emma Louise Wonders
Genevieve Hazel Perkins, A.B.	Florence A. Spencer	Helen R. Wyckoff
Clara Minnie Perrin	Bernice Spofford	Vivian Belle Yett
Sue H. Ferry	Mary Adaline Stanley	A. Louise Youngman, A.B.
Vina Dorothy Petersen	Xenia Steinberg	Harriet Newell Yount
Matilda L. Pfaffmann	Alta Dorthula Stone, A.B.	Clara Zager
Katherine Philleo	Mabel Alexia Sutton	Lillie M. Zeus
Lina Brooks Pierce	Mamie H. Swanson	Mrs. Fredonia Zimmerman
Mary W. Pirie	Alice Blanche Taylor	

Kindergarten Training Course

Marguerite Leslie Atlee	Blanch Cottingham	Ruth Winchell McAfee
Hazel Margaret Banks	Doris Davidson	Cora M. Miller
Carlotta Bohri	Beatrice Gretta Davis	Helen L. Miller
Florence Boorey	Leah Louise Deane	Ada Belle Parsons
Henrietta Case Castelmann	Mary Dickinson	May H. Richards
Edith Leslie Charlesworth	Angela Vyvyenne Faulder	Geneva Saunders
Flossie Marguerite Cole	Celia E. Glover	

Special Manual Training Course

*Elsie E. Behrens	†Margaret Helen Cole	Edith Marian Culter
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*Graduate General Professional Course, June, 1910.

†Graduate General Professional Course, February, 1904.

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Year ending June 30, 1908	210
26. Year ending June 30, 1909	243
27. Year ending June 30, 1910	304
28. Year ending June 30, 1911	398
29. Classes of December, 1911, and March, 1912	105
<hr/>	
Total	3,251
Graduated from two courses, counted twice	29
<hr/>	
Total, excluding those counted twice	3,222

SUMMARY OF STUDENTS ENROLLED, 1911-1912

NORMAL SCHOOL

General Professional Department

Graduates of December, 1911, and March, 1912-----	100
Candidates for graduation, June, 1912-----	270
Candidates for graduation, December, 1912, and March, 1913-----	124
Candidates for graduation, June, 1913, or after-----	428
Visiting teachers -----	12

Total General Professional Department----- 934

Kindergarten Training Department

Graduates of December, 1911, and March, 1912-----	5
Candidates for graduation, June, 1912-----	30
Candidates for graduation, December, 1912, and March, 1913-----	4
Candidates for graduation, June, 1913, or after-----	40

Total in Kindergarten Training Department----- 79

Manual Arts Department

Candidates for graduation, June, 1912-----	5
Candidates for graduation, December, 1912, and March, 1913-----	5
Candidates for graduation, June, 1913, or after-----	7

Total in Manual Arts Department----- 17

Art Department

Candidates for graduation, June, 1912-----	9
Candidates for graduation, December, 1912, and March, 1913-----	2
Candidates for graduation, June, 1913, or after-----	12
Visiting teachers -----	2

Total in Art Department----- 25

Music Department

Candidates for graduation, June, 1912-----	6
Candidates for graduation, December, 1912, and March, 1913-----	2
Candidates for graduation, June, 1913, or after-----	33

Total in Music Department----- 41

Total in Normal School, including 27 post-graduates----- 1,096

Pursuing two courses, counted twice----- 8

Total, excluding names counted twice----- 1,088

Training School

Eighth Grade -----	70
Seventh Grade -----	102
Sixth Grade -----	90
Fifth Grade -----	81
Fourth Grade -----	91
Third Grade -----	98
Second Grade -----	85
First Grade -----	107
Kindergarten -----	95

Total in Training School----- 819

Total enrollment for the year, all departments----- 1,907



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State of California
Department of Education
Office of the Superintendent
of Schools

Los Angeles

State Normal School Bulletin

Announcements for 1913-1914

THIRTY-FIRST YEAR



FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING
SACRAMENTO, CALIFORNIA

1913

STATE NORMAL SCHOOL
LOS ANGELES, CALIFORNIA

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1913

AND

BULLETIN OF INFORMATION

FOR 1913-1914

SACRAMENTO

FRIEND WM. RICHARDSON

- - -

SUPERINTENDENT OF STATE PRINTING

1913

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CALENDAR FOR 1913-1914

FIRST TERM

General Faculty meeting - - - 9 A. M., Friday, September 5, 1913
Student-teachers report for arrangement of programs,
1 P. M., Friday, September 5, 1913
Training School conferences - 2.30 P. M., Saturday, September 6, 1913
Registration,
Monday and Tuesday, September 8 and 9, 1913
General Assembly, followed by recitations,
9 A. M., Wednesday, September 11, 1913
Thanksgiving recess begins - 3 P. M., Wednesday, November 26, 1913
School reopens - - - 9 A. M., Monday, December 1, 1913
Term closes - - - 3 P. M., Friday, December 12, 1913

SECOND TERM

Registration - - - - - Monday, December 29, 1913
General Assembly, followed by recitations,
9 A. M., Tuesday, December 30, 1913
Term closes - - - - - Friday, March 27, 1914

THIRD TERM

Registration - - - - - Monday, March 30, 1914
General Assembly, followed by recitations,
9 A. M., Tuesday, March 31, 1914
Spring recess begins - - - 3 P. M., Friday, April 3, 1914
School reopens - - - 8.05 A. M., Monday, April 13, 1914
Commencement - - - 10 A. M., Thursday, June 25, 1914

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - - Governor of California
Ex officio

EDWARD HYATT, - - - Superintendent of Public Instruction
Ex officio

RICHARD MELROSE, Anaheim, - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles, - - Term expires July 1, 1913

ARTHUR LETTS, Los Angeles, - - - Term expires July 1, 1914

JAMES A. B. SCHERER, Pasadena, - Term expires April 1, 1916

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE

GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT

HARRIET E. DUNN

Secretary of Faculty

JOSEPH E. SEAMAN

English

JAMES F. CHAMBERLAIN, Ed.B., B.S.

Geography and Physiology

EVERETT SHEPARDSON, A.M.

Supervisor of Practice Teaching

SARAH J. JACOBS

Physical Education

JENNIE HAGAN GOODWIN

Music

FRED ALLISON HOWE, LL.B., PH.D.

English and School Law

LOYE HOLMES MILLER, PH.D.

Biology and Nature Study

CHARLES W. KENT, B.S.

Manual Arts

NELLIE HUNTINGTON GERE

Art

ALICE O. HUNNEWELL

Reading

ADA J. MILLER, PH.B., A.M.

English

RACHEL T. RICHARDSON, B.S.

Manual Arts

MYRTLE BLEWETT

Music

FACULTY—Continued.

ARTHUR AMSDEN MACURDA, A.M.

History of Education, Pedagogy and School Economy

CHARLES W. WADDLE, PH.D.

Child Study and Pedagogy

GRACE M. FERNALD, PH.D.

Psychology

KATHERINE GOETZINGER, A.B.

French and German

A. A. HUMMEL, M.S.

Physiology and Nature Study

MICHAEL GRACE SNYDER, A.M.

History

KATHLEEN S. BECK*

Geography

BELLE H. WHITICE

Manual Arts

HELEN E. MATTHEWSON

Assistant Supervisor of Practice Teaching

BESSIE E. HAZEN, A.B.

Art

SARAH E. WOODBURY*

Assistant Supervisor of Practice Teaching

MYRTLE COLLIER, B.S.

Arithmetic

RUBY BAUGHMAN, A.M.

English and Pedagogy

ANNA PAMELA BROOKS, A.B., B.S.

Art

ESTHER MABEL CRAWFORD

Art

*Absent on leave.

FACULTY—Continued.

CLARA PALMER, B.S.

Home Economics

ELIZABETH FRANCES MASCORD, A.M.

Kindergarten Training

BERTHA C. VAUGHN

Voice Culture

EMILY C. HOLLISTER, A.M.

Physiology and Psychology

BARBARA GREENWOOD

Kindergarten Training

ADA ELIZABETH MILAM, B.S.

Geography and English

ALMA PATTERSON, A.M.

Child Study and Pedagogy

HANS W. HOCHBAUM, B.S.A.

Agricultural Nature Study and Rural Education

LUCILE R. GRUNEWALD

Physical Education

SUSAN M. LOONEY, A.B.

Reading

RUTH E. BAUGH

Geography

ADA BLANCHARD

Manual Arts

LAURA G. SMITH, B.S.

Domestic Art

SUSANNE GOUGH

Music

LOUISE PINKNEY

Art

BERTHA E. WELLS

Assistant Supervisor of Practice Teaching

FACULTY—Continued.

NELLIE SULLIVAN

Assistant in Psychology

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD

Supervisory City Principal and Assistant Supervisor of Practice Teaching

CLARA M. PRESTON, *Fourth Grade*

HELEN C. MACKENZIE, *Third Grade*

ELSIE SECKLER, *Second Grade*

EDNA T. COOK, B.S., *Seventh and Eighth Grades*

HELEN GOSS,† *Fifth Grade*

EMMA J. ROBINSON, *Sixth Grade*

M. MADILENE VEVERKA, Pd.M., *First Grade*

EVA L. HAMILTON, *Eighth Grade*

OLIVE LOUISE DAVIS, B.Pd., *Fifth Grade*

HELEN CROW, A.B.,* *Sixth Grade*

KATHERINE COMSTOCK, *Seventh Grade*

C. W. ANGIER, *Manual Arts*

MARY DOUGLASS, *Kindergarten*

ELIZABETH H. FARGO

Librarian

MARJORIE H. VAN DEUSEN, A.B.

Assistant Librarian

MARY BURNEY PORTER

Appointment Secretary

IVA E. MAIER

Secretary

W. E. FAULKNER

Engineer

*Part of year.

†Absent on leave.

GENERAL INFORMATION

Aims

The institution was established and is maintained for the purpose of preparing teachers for the public schools of California. With this as its sole aim, the school admits to its classes only those who intend to serve as teachers. It offers its privileges, however, not only to properly qualified students who have not taught, but also to teachers of experience who desire either to pursue special studies or to complete one of the courses required for graduation.

To those who by nature and education are fitted for it, the career of teaching proves no disappointment. But they only can hope for success as teachers who combine with good health and good mental ability such other equally important qualities as industry, perseverance, and pleasing address; and who are animated by truly professional, as distinguished from commercial, ambitions. Those who are conscious of marked limitations in any of these directions are earnestly advised not to undertake the vocation of teaching.

Conduct of Students

The school fixes few arbitrary rules or restrictive regulations. Those students only are admitted who are believed to have well-formed and correct habits. Both in the school and elsewhere they are expected to maintain the attitude and bearing of cultivated people and to be guided by principles of morality and honor.

The entire atmosphere of this institution is conducive to a feeling of responsibility and lofty purpose on the part of the students. Character, as the fundamentally important qualification of every teacher, is the result aimed at in all the governmental work of the school. Courtesy, politeness, and the usages of refined society in general are assiduously cultivated, but in a manner which does not lessen happiness and good cheer, qualities as necessary for the teacher as for the student.

Group Teachers

The government of the school is largely in the hands of the students themselves; though much of the detail work of management is carried forward by means of the group-teacher system. The students are divided into groups, numbering in each from thirty to forty. A teacher is assigned to the charge of each group. Several important offices fall to the duty of group teachers. They advise students in regard to their courses and make out the individual programs. They have direct charge of the students through the term, keeping themselves informed as to the work of each and holding each responsible for performance of duty. They meet all students in their respective groups as circumstances require to receive reports and give general advice and directions.

When in difficulty of any kind, or in need of advice, students should first consult their group teacher, who will give such assistance or counsel as the case may require. Under this plan every student in the school may receive the personal attention of some teacher, especially appointed for this purpose, whether the difficulty is one involving illness, failure in studies, or school discipline.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years.

The cost of working materials for ordinary class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

In the departments of Manual Arts and Home Economics, materials *for ordinary use* are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own. In the *special courses* for departmental teachers of these subjects, students are charged a fee of \$3.00 per term for materials, use of machinery, equipment, etc.

In the special courses for departmental teachers in Art, the materials and instruments used are furnished by students. In the special courses for departmental teachers in Music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

In private families, board, including room with light and heat, in which two persons share, costs for each person from \$20.00 to \$30.00 per month. Students may reduce living expenses by renting rooms and boarding themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Apartments fitted for housekeeping may be secured at a somewhat higher rate. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of each school term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who are unable without financial assistance to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been established and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and at the same time performing a valuable public service. The President of the school is treasurer of the fund.

Social Life and Miscellaneous Opportunities

There are maintained in the school the societies customary in schools of this class—Christian Associations, Glee Clubs, Tennis Clubs, Athletic Clubs, Debating Clubs, and the like, for the promotion of literary, religious, and social life, and for the recreation of students. Everything consistent with the main purpose of the school is done by the faculty to make the social life of students as pleasant and varied as possible.

In connection with the regular class work in music, the entire school is included in a grand chorus, which meets for a definite period every day for instruction in the methods of chorus work, interpretation of musical masterpieces, and practice in group singing.

During each year, with such frequency as seems desirable, lectures and addresses are given before the entire school by men and women of note, generally without expense to students. In the same way, also, a few choice musical entertainments are provided.

Besides the usual opportunities for practice in composition and expression in connection with the regular work of the school, the "Normal Outlook," a bi-weekly periodical, is managed and edited by representatives of the student body; and the "Exponent," the organ of the senior class, is published by the class which graduates in June of each year. In addition to these student enterprises, at various times during the school year literary and dramatic entertainments are given. The most important of these is a play presented under the direction of the Department of Reading by the summer graduating class.

The library contains some 25,000 volumes of carefully selected books, a large number of pamphlets, and the leading magazines, literary and educational. Excepting certain books which are reserved at various times for the use of classes engaged upon subjects to which they relate, any volume in the library may be drawn by students for private use at their homes. Students also have free use of the Los Angeles Public Library, which is located only a short distance away.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The Board of Trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate corresponding in grade to the grade of the diploma from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

The first certificate referred to above is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a permanent certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. After completing the normal course, either immediately or following a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under arrangements heretofore existing, graduates of the state normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either the State University, Stanford University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have recently been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The Academic-Professional course is designed to meet the purpose above indicated.

It will be noted that a fully recommended student, by shaping his course in accordance with this plan, may obtain his diploma from the Normal School, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowances of credit by the colleges of California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Part of the Normal School in the Preparation of High School Teachers Who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by

the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half-year of graduate study.

2. Evidence of graduation from a California State Normal School, or from any other normal school officially recognized by the State Board of Education as of equivalent rank, will be accepted in lieu of one half-year of graduate study.

3. Until otherwise provided, the practical teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester, provided the graduate studies are pursued in a university whose first semester closes in December (as in the University of California or in Stanford University); in case the first semester closes at a later date (as in the University of Southern California), schedules should be made in both University and Normal School at the time of enrollment in the University, so as to obviate conflicts in programs in the two institutions for the overlapping period at the beginning of the calendar year.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Applications

Applicants for admission must be at least sixteen years of age, of good personality, and of sound moral character.

In order to insure admission, applications, accompanied by the proper credentials, should be in the hands of the Secretary of the Faculty at least one week before the first date fixed for registration at the opening of each school term. Applicants should indicate the course desired and, if the General Professional Course is chosen, which of the optional courses scheduled in the outline for the first term is to be included.

Application blanks for the use of high school graduates will be sent by the President upon request, to high school principals or individual applicants.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student is subject to a health examination from an instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit for successful work, either as student or as teacher, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Purpose

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or of the state or territory wherein I reside.

Scholastic Requirements

For admission to

Courses I and II, see page 26.

Course III, see page 44.

Course IV, see page 46.

Course V, see page 48.

Course VI, see page 51.

Course VII, see page 52.

I. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states qualifications fully equivalent to the stated requirements.

II. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

III. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Professional Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

Students who are unable to bring credits from other schools, but who satisfy the President that they have successfully pursued subjects included in their course under approved conditions and for sufficient time, will be given proper admission or advanced standing on sustaining satisfactory examination in such subjects.

Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to individual courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practical teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

General Information Relative to Admission and Classification

1. *Former students not assigned to the Training School should report on Tuesday.* A payment of \$2.00 will be required of any student who fails to register at the beginning of any term on the days designated in the calendar. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing at the required time, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

2. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

3. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

4. The standing of all students shall be probationary for the first term.

5. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

6. To insure freedom from entrance conditions, students who expect

to enter the General Professional Course should, in their high school courses, pursue the subjects named in 1 (b) of Scholastic Requirements for Admission.

Those who intend to pursue the Academic-Professional Course should, in addition, take in the high school four years of foreign language or languages, ancient or modern.

7. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

8. Except in the special courses for departmental teachers, advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

9. Students are admitted to the General Professional Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. The Kindergarten Training Course and other special courses are open to new students, offering no advanced credits, at the opening of the first term only.

10. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

GRADUATION.

A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in III above) is entitled to a diploma when he meets the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

COURSES OF STUDY

Penmanship, spelling and additional English will be required if work shows deficiency, see page 32.

I. GENERAL PROFESSIONAL COURSE

FIRST YEAR

First Term

English I: Literature and Composition	3
Physiology	5
Geography I: Physical	4
Handwork I or Wood Shop I	5
Music I	2
Physical Training I	1

Second Term

English II: Literature and Composition	2
Psychology I: General	5
Nature Study: Agricultural	4
Geography II: General	3
Art I	3
Music II	2
Physical Training II	2

Third Term

English III: Grammar	5
Nature Study II: Biological	4
Observation I	1
Reading I	5
Art II	3
Physical Training III	2
Social Ethics	1

SECOND YEAR

First Term

Child Study	5
History I: Industrial History of the United States	5
Physical Training IV	2
Music III	2
Observation II	1
Teaching I	5

Second Term

Pedagogy and School Economy	5
Arithmetic I	5
English IV	4
Observation III	3
Teaching II	5

Third Term

History of Education	5
Music IV	1
Physical Training V	2
School Law	1
Problems in Teaching	1
*Teaching III	5
*Elective	5

*For students graduating after December, 1913, in place of Teaching III, 10 hours, as formerly.

NOTE.—The faculty reserves the right to modify the various courses of study in any manner which does not increase the number of units required for graduation, either in subject matter or in sequence, as the interests of the school may require.

II. ACADEMIC-PROFESSIONAL COURSE

FIRST YEAR

First Term

English I	3
Physiology	5
Geography I	4
Art I	3
French I or German I	3
Music I	2
Physical Training I	1

Second Term

English II	2
Psychology	5
Nature Study I	4
Geography II: General	3
French II or German II	3
Music II	2
Physical Training II	2

Third Term

English VI: Language Method	2
History I	5
Nature Study II	4
French III or German III	3
Art II	3
Observation I	1
Physical Training III	2
Music III	2

SECOND YEAR

First Term

Teaching I	5
Reading III: Method	2
Arithmetic II: Method	2
Child Study	5
French IV or German IV	3
Physical Training IV	2
Social Ethics	1
Observation II	1
Teaching I	5

** Second Term*

English IV	4
French V or German V	3
Pedagogy and School Economy	5
Physical Training V	2
Observation III	1
Teaching II	5

Third Term

History of Education	5
French VI or German VI	3
School Law	1
Music IV	1
Problems in Teaching	1
*Teaching III	5
*Elective	5

*See note on page 17.

III. KINDERGARTEN TRAINING COURSE

FIRST YEAR

First Term

English I: Literature and Composition	3
Physiology	5
Reading I	5
Music I <i>k</i>	2
Theory I	1
Games and Hygiene I	1
Handwork I <i>k</i>	3

Second Term

English II: Literature and Composition	2
Psychology I: General	5
Nature Study I <i>k</i> : Agricultural	2
Music II <i>k</i>	2
Theory II	1
Games and Hygiene II	2
Handwork II <i>k</i>	3
Observation I <i>k</i>	3
Social Ethics	1

Third Term

Story Work I	1
Child Study	5
Nature Study II: Biological	4
Art I <i>k</i>	3
Music III <i>k</i>	2
Music: Piano	1
Theory III	1
Games and Hygiene III	1
Handwork III <i>k</i>	3

SECOND YEAR

First Term

Teaching I <i>k</i>	10
Story Work II	2
Pedagogy	3
Theory IV	2
Games and Hygiene IV	2
Seminar I <i>k</i>	1

Second Term

Teaching II <i>k</i>	10
Story Work III	2
History of Education	5
Theory V	2
Seminar II <i>k</i>	1

Third Term

Primary Education	4
School Law	1
Music IV	1
Theory VI	3
Games and Hygiene V	2
Seminar III <i>k</i>	3
Electives	6

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR

First Term

Art I	3
Social Ethics	1
Handwork I	5
Wood Shop I	5
Mechanical Drawing I	4
Elective	6

Second Term

Art II	3
Handwork III	4
½ Wood Shop II	5
Mechanical Drawing II	4
Industrial Materials	2
Elective	6

Third Term

Psychology I	5
Art III	4
Handwork IV	4
½ Wood Shop II	5
Mechanical Drawing III	4
Elective	2

SECOND YEAR

First Term

Child Study	5
Teaching and Obs. I. M. A.	2
½ Wood Shop III or Assigned Work	5
Metal I	4
Leather I	4
Elective	6

Second Term

Pedagogy and School Economy ..	5
Teaching II M. A.	4
½ Wood Shop III or Assigned Work	5
Leather II	4
Metal Shop II	4
Clay I	4

Third Term

Teaching III M. A.	4
Music IV	1
Wood Shop IV or Assigned Work	10
Clay II	4
Theory and Organization	2
Elective	5

2

ONE-YEAR COURSE

For Normal School Graduates

Prerequisites to the one-year course are Art I, II, and III, Handwork I, Wood Shop I, Mechanical Drawing I, and Industrial Materials (see descriptions of these courses), or their equivalents.

The course consists of such work as may be outlined by the Committee on Special Courses to meet the needs of the individual.

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Drawing and Painting I.....	5	Drawing and Painting IV....	3
Art Appreciation and History		Art Appreciation and History	
I	1	IV	1
Criticism I	1	Criticism IV	1
Composition and Design I....	6	Composition and Design IV..	3
Outdoor Sketching I.....	2	Outdoor Sketching II.....	2
Mechanical Drawing I.....	4	Methods I	1
Perspective	2	Teaching Ia	5
Elective	5	Child Study	1
		Elective	4
		<i>Second Term</i>	
<i>Second Term</i>		Drawing and Painting V.....	3
Drawing and Painting II.....	3	Art Appreciation and History	
Art Appreciation and History		V	1
II	1	Criticism V	1
Criticism II	1	Composition and Design V....	3
Composition and Design II....	4	Method II	2
Mechanical Drawing II.....	4	Teaching IIa	5
Art Crafts I.....	4	Pedagogy and School Economy	5
Psychology	5	Interior Decoration I.....	3
Elective	4	Elective	2
		<i>Third Term</i>	
<i>Third Term</i>		Drawing and Painting VI....	3
Drawing and Painting III....	4	Art Appreciation and History	
Art Appreciation and History		VI	1
III	1	Criticism VI	1
Criticism III	1	Outdoor Sketching III.....	4
Composition and Design III..	5	Method III	2
Art Crafts II.....	4	Teaching IIIa	4
Observation	1	Music IV	1
Social Ethics	1	Interior Decoration II.....	3
Elective	8	Illustration	4

2

ONE-YEAR COURSE

For Normal School Graduates

This course will be arranged by the Committee on Special Courses to meet the needs of individuals, the subjects to be chosen from the above two-year course.

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

1

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR

First Term

Voice Culture I.....	2
Ear Training I.....	2
Melody Writing I.....	1
Harmony I.....	5
Music History I.....	2
Elective	10

Second Term

Psychology I.....	5
Voice Culture II.....	2
Ear Training II.....	2
Melody Writing II.....	1
Harmony II.....	5
Music History II.....	2
Music Appreciation I.....	4

Third Term

Voice Culture III.....	2
Ear Training III.....	3
Melody Writing III.....	1
Harmony III.....	5
Music History III.....	2
Music Appreciation II.....	4
Social Ethics	1
Elective	2

SECOND YEAR

First Term

Child Study	5
Teaching I M.....	5
Voice Culture IV.....	2
Method I.....	3
Chorus Conducting I.....	2
Study of Songs I.....	2

Second Term

Pedagogy and School Economy	5
Teaching II M.....	5
Voice Culture V.....	2
Method II.....	3
Chorus Conducting II.....	2
Study of Songs II.....	2
Elective	5

Third Term

Teaching III M. or Obs. M....	10
Voice Culture VI.....	2
Method III.....	3
Chorus Conducting III.....	2
Study of Songs III.....	2
Music IV.....	1
Special Music Teaching or	
Elective	3

2

ONE-YEAR COURSE

For Normal School Graduates

This course will be arranged by the Committee on Special Courses to meet the needs of individuals, the subjects to be chosen from the above two-year course.

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

TWO-YEAR COURSE

For High School Graduates

FIRST YEAR		SECOND YEAR	
<i>First Term</i>		<i>First Term</i>	
Psychology -----	5	Child Study -----	5
Cookery I -----	5	Teaching I H. E. and Observa- tion H. E. -----	4
Sewing I -----	5	Cookery IV -----	6
Art I -----	3	Millinery -----	4
Textiles -----	4	Methods in Domestic Science--	2
Elective -----	3	Methods in Domestic Art-----	2
		Elective -----	2
<i>Second Term</i>		<i>Second Term</i>	
Cookery II -----	5		
Sewing II -----	5	Pedagogy and School Economy	5
Art II -----	3	Teaching II H. E. and Obser- vation -----	5
Handwork IV -----	4	Cookery V -----	4
Social Ethics -----	1	Dressmaking -----	6
Food Production and Manu- facture -----	2	Elective -----	5
Elective -----	5		
<i>Third Term</i>		<i>Third Term</i>	
Cookery III -----	5	Teaching III H. E. and Obser- vation -----	5
Sewing III -----	5	Dietetics -----	4
Art III -----	4	House Furnishing and Decora- tion -----	4
Food Chemistry -----	4	House Plans -----	4
Costume Design -----	4	History of Home Economics--	2
Household Management -----	2	Music IV -----	1
Elective -----	3	Elective -----	5

ADDITIONAL COURSES FOR THE TRAINING OF DEPARTMENTAL TEACHERS

In further response to the increasing demand for departmental teachers in the grades, and especially in the newly organized intermediate schools, the Normal School offers opportunity for specialization in branches other than those characteristic of the special courses outlined above, as in English, Nature Study, History, Arithmetic, and Geography. This opportunity is at present particularly available for college and university students and graduates. These courses will be arranged and outlined to suit the requirements of individuals upon application.

SYSTEM OF ELECTIVES AND SUBSTITUTIONS

In the following statements are set forth the subjects which may be pursued as electives under regulations governing election and substitution. In general, students are advised to pursue the course as outlined.

Electives should be chosen under the direction of the group teachers and should be limited to cases in which they will serve to accomplish some definite purpose in the preparation for teaching. No classes in elective subjects will be formed unless the number desiring them warrants. All programs involving substitute work are subject to the approval of the President.

List of Electives, including method courses required in cases indicated under regulations concerning substitutions

1. General Science: Five periods a week every term.
2. Geography IIIa, Physiography: Five periods a week winter term.
3. Geography IIIb, Economic Geography: Five periods a week every term.
4. Reading II: Advanced work in expression. Three periods a week fall and spring terms.
5. Reading III: Method. Two periods a week every term.
6. Reading IV: Personal development. Five periods a week fall term.
7. History II: Method. Two periods a week every term.
8. History III: California. Three periods a week winter and spring terms.
9. English V: Methods in literature. Two periods a week every term.
10. English VI: Methods in language. Two periods a week spring term.
11. English VII: Shakespeare. Three periods a week spring term.
12. English VIII: Oral Expression. Three periods a week spring term.
13. Arithmetic II: Method. Two periods a week every term.
14. Psychology II: Advanced. Four periods a week spring term.
15. Primary Education: Four periods a week winter and spring terms.
16. Rural Education: Four periods a week winter and spring terms.
17. Bionomics: Biology for teachers. Four periods a week spring term.
18. School Hygiene: Two periods a week spring term.
19. Teaching IV: Extra teaching; arranged for by conference. Any term of senior year.
20. Art III: Advanced. Four periods a week fall and spring terms.
21. Physical Training VI: Playground work. Two periods a week spring term.

22. Physical Training VII: Folk dancing. Two periods a week winter and spring terms.
23. Library Methods: Three or more periods a week.
24. Penmanship: Two periods a week every term.
25. Handwork II: Five periods a week winter term.
26. Any subject of a course other than the one a student is pursuing, provided he has the prerequisites for the desired subject.

REGULATIONS CONCERNING SUBSTITUTIONS

1. Students accredited in Physiology may substitute General Science.
2. Students accredited in Physiology and either Botany or Zoology may substitute freely for Physiology.
3. Students accredited in Physical Geography may substitute for Geography I, Physiography or Economic Geography.
4. Students accredited in Physical and Commercial Geography may substitute freely for Geography I.
5. Students accredited in nine units of high school English, including one and one half units of English Grammar, may substitute for English III, provided the substitution includes English VI; those accredited in twelve units of high school English may substitute for English IV, provided the substitution includes English V.
6. Students accredited in nine units of high school history, including three units of United States History and Government, may substitute for History I, provided the substitution includes History II.
7. Students accredited in nine units of high school mathematics may substitute for Arithmetic I, provided the substitution includes Arithmetic II.
8. Students whose high school course has included Reading for a period equivalent to two years, two recitations per week, may substitute for Reading I, provided the substitution includes Reading III.
9. Students whose high school course has included Art for a period of two years, two recitations per week, may substitute for Art I or II. Which course will be required in any case shall be determined by the director of the Art Department.
10. Students whose high school course has included Music for a period equivalent to two years, two recitations per week, may substitute, on approval of the head of the Department of Music, for all music except III and IV.
11. Students accredited in one year of high school Wood Shop may substitute freely for Wood Shop I.
12. The aggregate number of hours in the various substituted subjects must not be less than the aggregate number of hours assigned to the subjects for which substitutions are made.
13. In order that a student may obtain an elective to which he is entitled he may delay the pursuit of a subject or take a subject in advance of his group, provided he has the prerequisites for this advanced subject.
14. Any student who is pursuing the General Professional Course and who desires later to enter one of the special courses is advised to choose his electives with that end in view.

EXPLANATION OF COURSES OF STUDY

I. GENERAL PROFESSIONAL

Requirements for Admission

The scholastic requirements for admission may be met in any one of several ways: A graduate of any secondary school of this State requiring four years of work in advance of the eighth grade will be admitted, provided that at least 36 units of preparatory work are of such quality as to warrant recommendation to the State University; but matriculation will be complete only when the student presents either—

(a) Credentials requisite for admission to any one of the colleges of the State University; or,

(b) Credentials showing acceptable work in English, 6 units; Plane Geometry, 3 units; Algebra, through Quadratics, 3 units; History and Government of the United States, 3 units; Science, 3 units. See page 14.

II. ACADEMIC PROFESSIONAL

Requirements for Admission

Credentials requisite for admission to any one of the colleges of the State University.

Students intending to pursue this course should enter in the fall term unless they can secure advance credits in French or German, as the courses in these subjects are given but once a year, in the order indicated in the outline. See page 14.

OUTLINE OF THE COURSE

PSYCHOLOGY AND EDUCATION

The center of the distinctively professional training is experience in teaching. Subsidiary to this is the study of educational principles, psychological, historical, sociological, and ethical. Instruction is given in psychology, child study, pedagogy, school hygiene, school management, school law, and history of education. The required course in psychology is pursued in the second term of the first year. The courses in biology and physiology, which precede the psychology, place special emphasis upon the development and function of the nervous system. They furnish students a basis for the appreciation of the biological standpoint of the psychology. An elective course in advanced psychology is offered in the spring term. Psychology is followed, in the first term of the senior year by child study, and in the second term by pedagogy, both courses carried on simultaneously with teaching. In the senior year, systematic instruction is given in school management, school law, and history of education. Required and elective courses in the methods of various subjects, and a course in primary education are offered. Attention is given to school hygiene in connection with psychology, child study, and school management. There is also an elective course in school hygiene. Students teach in the Training School for one period or more a day throughout the senior year. Closely correlated with this teaching are observations in the Training School, seminars, and conferences.

Following is a summary of the work in each of the professional subjects:

Psychology I: Educational Psychology

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind, and the effects of environment upon mental development, are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Prerequisite: The Normal School course in physiology, or its equivalent.

Five hours per week for one term.

Psychology II: Advanced Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. The psychological aspects of temperament, character, and conduct are also considered. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite: Psychology I, or its equivalent. Elective under the regulations governing elections.

Three or four hours a week, spring term.

Child Study

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Prerequisite: Psychology I.

Five hours per week for one term.

Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on text-books. The work presupposes a knowledge of, and is for the most part based upon, the established facts of educational psychology and child study, attention being directed primarily to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts, and interests of children; the media of education; and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office. Some analysis is made of the social and ethical phases of the teacher's work and of his relation to school officials, parents, and to the public generally.

More specifically, the course treats of the ordinary details of school management, including such topics as discipline, assignment of lessons, technique of study, the recitation, types of lessons, lesson plans, tests and examinations, programs, classification, gradation, promotions, and the more external matters of proper care and use of the ordinary materials, equipment, and facilities of the schoolroom and building.

Prerequisites: Psychology I and Child Study.

Five hours per week for one term.

School Hygiene

An elective course open to all students, subject to the regulations concerning electives. The work consists of lectures and assigned readings, the following being among the chief topics:

I. Mental Hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

II. The hygiene of the learning process in reading, spelling, writing, drawing, and other subjects.

III. Health inspection and children's defects, with special attention to defects of eye, ear, and throat.

IV. The health of the teacher.

V. The care of the school building.

Prerequisites: Psychology I and Child Study.

Two hours per week for one term.

History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice. Monroe's Brief Course in the History of Education is the principal text.

Five hours per week for one term.

School Law

In the thirteen periods devoted to school law, practice in the keeping of a school register in a legal way is given each student. Attention is also centered on (1) the provisions of the State Constitution concerning education, and (2) the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

Observation, Teaching, Problems of the Novitiate in Teaching, and Conferences

During the term preceding practice teaching, the schoolroom situation is analyzed to emphasize the idea of the teacher as an arranger of conditions so that his pupils may enlarge and enrich their experiences and be socially efficient individuals. Occasional observation lessons are given to pupils of the Training School by the training teachers. These lessons are reported by students and are used to illustrate topics that have been discussed. Toward the close of the term emphasis is laid on the necessity of careful plans for teaching, and special reference is made to essentials in plans and to particular requirements in the Training School. More frequent observation lessons and a more extended consideration of principles of teaching occur during the next two terms. The course dealing with the problems of the novitiate in teaching is required of all students during the final term. This course consists of lectures and conferences upon miscellaneous topics especially selected for students about to graduate and to enter upon the work of teaching in the public schools.

Practice in teaching is usually afforded in a lower, a middle, and an upper grade, under constant constructive criticism of the training

teachers, and in some subjects under supervision of special teachers in the Normal School Faculty. Conferences between special teachers and student-teachers of special subjects are arranged for, as the need and the opportunity appear. Student-teachers are trained to become self-critical, and are intrusted with Training School classes in order to prepare them for teaching by practice under actual schoolroom conditions.

Observation, and Problems of the Novitiate in Teaching: One period, each of the last four terms.

Teaching I, II, and III: Five periods, each term of Senior year. These must be accompanied by Observation II, Observation III, and Problems of the Novitiate in Teaching, respectively.

Teaching IV: See Electives.

Primary Education

An elective course, the purpose of which is to acquaint the student with the nature and needs of the children of the primary grades. Problems of adjustment between the child and the daily program are discussed, and definite methods of teaching specific subjects formulated. An effort is made to follow the children in their periods of development through the various primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite: Senior standing.

Four hours per week, winter and spring terms.

ENGLISH

English I and II: Composition

The purpose of this work is to help students to acquire good habits of verbal expression. Rhetoric is studied not as a science but as the art of adapting discourse to subject, reader, occasion, and purpose. Principles are sought rather than rules; form is viewed as determined by clear thinking and genuine feeling about subject-matter. The students are encouraged to avoid bookishness as well as vulgarisms, to seek individuality, naturalness, and energy of expression, and to cultivate a habit of self-criticism in the use of language. Attention is given to oral composition, to the correction and marking of papers, and to questions of method. Daily exercises in writing are provided for; the analyzing and outlining of subjects, and the preparation of themes in the leading literary forms are required throughout the course.

As illustrations of principles rather than as "models," a number of prose masterpieces are read and studied in connection with the practice in composition.

This work is required of all students except those who enter with advanced credits covering it.

Three hours per week for one term and two hours per week for a second term.

English III: Grammar

The course in English grammar consists of a comprehensive review with direct reference to the teaching of language and grammar in elementary schools. While the course comprises such study of grammatical forms as is essential, it is based on the idea that grammar is concrete

logic; that the study of the sentence and the parts of speech, especially in a language almost without inflections, should be logical rather than formal. Consequently much attention is given to such methods of sentence analysis as show that the classes of words are determined by the nature of ideas; that the elements of the sentence correspond to the elements of the thought. This method of approach not only prepares the student to teach with intelligence and interest a subject frequently regarded as dry and unfruitful, but enables him to base the language work of the lower grades on a sound grammatical foundation.

Five hours per week for one term.

English IV: Literature

Prescribed for all students pursuing the General Professional Course. A portion of the time is given to the discussion of literature for the common schools. The aim of the study is to give the students a realization of the power of literature in the hands of an intelligent teacher, and definite principles by which this power may be directed toward satisfying the needs of the child.

The remainder of the term is devoted to the study of literary selections chosen with direct reference to their value in elementary school work. The aim of the course is to widen the student's horizon, to give him a deeper acquaintance with some of our noblest literature, and to equip him with a livelier and more vital appreciation of good reading.

Four hours per week for one term.

English V: Methods in English Literature

This course is required of all students not taking English IV. It comprises a practical study of the principles of teaching literature in the elementary school, and an examination of the literature best suited to the needs of pupils below the high school grades.

Two hours per week for one term.

English VI: Methods in English Language

This course comprehends an inquiry into the problems and principles of English language teaching in the elementary grades, with the purpose of determining the most practical and effective methods. The point of view is indicated in the description of the course, English III, above. Required of students not taking English III.

Two hours per week for one term.

English VII: Shakespeare

This is an elective course open to students whose preparation in English entitles them to substitute for English IV, or who show special fitness for the work. The course includes a study of the technique of the drama, and a careful reading of a number of selected plays.

Three hours per week for one term.

English VIII: Oral Expression

This is an elective course, designed particularly for students of the special courses, but open to election by others.

Three hours per week, spring term.

Spelling and Expression

Students found to be deficient in either or both of these subjects will be required to remove the deficiency by special work under the direction of the Department of English.

MODERN LANGUAGES

Students registered in the Academic-Professional Course are required to take work in French or German, for periods depending upon the amount of credit in foreign languages presented on admission, and upon the college of the university for which they are making preparation.

To be admitted to this course, students must have had four years of previous work in foreign languages.

French I, II, III represents work in beginning or first year French, including grammar, reading, composition, and daily conversation.

French IV, V, VI represents work in second year French, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

German I, II, III represents work in beginning or first year German, including grammar, reading, writing, composition, learning German songs and poetry, and daily conversation.

German IV, V, VI represents work in second year German, including advanced reading and composition, review of principles in grammar, literary work, and daily conversation.

HISTORY**History I: Industrial History of the United States**

This is a review course designed to prepare the student for meeting the problems of history teaching in the public schools. Attention is given to the European background of American history, the development of English constitutional ideas that have affected our own institutions, and to the local history of California. For the purpose of making American history more vital to the grammar grade children, especial study is made of the industrial development of the nation and the economic, political, and social questions of our own time. Throughout the course the student's attention is called to the supplementary reading suitable for use in the grades.

Five hours per week for one term.

History II: Methods in History

Knowledge of the subject-matter of history, which is all that can be gained in the high school, is not sufficient to prepare the student for meeting the problems of the schoolroom. For those who have had three

years of History in the high school (including one year of United States History and Civics), a History Methods Course is offered. In this course a study is made of methods and materials for the teaching of history in the grades.

Two hours per week for one term.

History III: History of California

This is an elective course open to all students. So far as possible, source material is used. The work in this course includes a survey of the native races and Spanish occupation of California; the American conquest; political organization and development of the State; industries and topics of current interest to the citizens of California. The aim of the course in large part is to afford the students an opportunity for original investigation, and to give a knowledge of local events, past and current.

Three hours per week for one term.

Reading I: General Course

The aim of this course is to help the student to an appreciation of good literature and the beauty of the English language; to improve the quality of the voice; to establish a natural ease of manner and to cultivate voice projection in speaking and reading; to apply the principles of directness, clearness, and force in conducting class work; to give the student a specific idea of the method employed in the teaching of the subject in the grades. Work in personal development precedes that in method.

The work in method includes primary reading, the use and place of phonics, principles employed in the presentation of reading and literature in the intermediate and grammar grades, choice of material, story telling and dramatization. Observation lessons are given during the course by instructors in the department. Frequent conferences are held and criticisms given students in connection with the teaching of reading in the Training School.

Five hours per week for one term.

Reading II: Advanced

This course continues the work of Reading I, except that no attention is given to method. It includes practice in extemporaneous speaking, debate, current events, and the dramatic reading of one Shakespearean play.

Three hours per week for one term.

Reading III: Method

This covers the method work of Course I, and is offered especially for students entering with advanced standing, who are not required to take Reading I.

Two hours per week for one term.

Reading IV: Personal Development

This course is provided for students of the special departments. The aim of the work is chiefly personal development, including platform deportment, bodily expression, voice culture, extemporaneous speaking, presentation of current topics, debate, and oral interpretation.

Five hours per week for one term.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in a large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Physical

This course is for students not holding entrance recommendations in physical geography. About one half of the time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Four hours per week for one term.

Geography II: General

This course is open to students who have completed Geography I or who hold entrance recommendations in the subject. It consists of an intensive study of a continent in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Three hours per week for one term.

Geography III: (a) Advanced Physiography, or (b) Economic Geography

Either of these courses may be elected by students who are accredited in physical geography.

(a) This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those

who may desire to teach geography in secondary schools will find this course especially helpful.

Five hours per week for one term.

(b) In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend the "factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Five hours per week for one term.

Industrial Materials

This course deals with the geographical distribution and production of the materials that enter into the work of the teacher of Manual Arts. While the course is intended for those who are specializing in Manual Arts, it will be found helpful to others, and may be taken as an elective. For a further description of the work see the Manual Arts Course.

Two hours per week for one term.

NATURAL SCIENCES

Physiology and Hygiene

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end; but, for a solid foundation, a good knowledge of anatomy and physiology as such is essential. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effects of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge along these lines a teacher can not arouse the interest of pupils and help them to form those habits of proper living which will insure their future usefulness.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits, are required at appropriate times in connection with and following the course.

Five hours per week for one term.

General Science

This is a purely elective course, offered as preparation for the work in Domestic Science, Agriculture, Nature Study, and Physiology. An effort is made to present the broader principles of Chemistry and

Physics as they affect the living cells and thus to lay the foundation for a clearer understanding of the life processes and the needs of both animal and plant. The course should contribute also to a more correct interpretation of many of the processes involved in the study of Physical Geography. Lectures and demonstrations. Open to all students.

Five hours per week for one term.

Nature Study I: Agricultural Aspect

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and as such coördinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, potting and repotting plants, etc.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, yet as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Four hours per week for one term.

Nature Study II: Biological Phase

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with, and in such a way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim in order to develop an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Illustrative material is drawn from the student's immediate surroundings.

Four hours per week for one term.

Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Four hours per week for one term.

MATHEMATICS

Arithmetic I

The Normal School gives sufficient training in arithmetic—review, reorganization, and revivification of subject-matter—and sufficient knowledge of the psychology of number and method of presentation to fit its graduates to teach arithmetic intelligently and effectively in the public schools.

The fact that mathematics is a unit, that there are branches growing out of the main trunk, but that they are not distinct, is emphasized. Algebraic, geometric, and arithmetical solutions of problems are given side by side. Each new topic introduced is traced to its source; its relation to, and natural development from, the old are shown. Some of the topics are studied exhaustively, as ratio; some are considered but slightly, as compound quantities; some are ignored, as averages and exchange.

Problems fresh in material and phraseology are chosen for the purpose of presenting new aspects of old subjects, and of placing known principles in different perspective. Many of these review problems are formulated in the classroom and are intended to embody the quantitative side of the work and the play of the world; they are made as much as possible the vehicle of useful information regarding science, business, and public works.

The growth of arithmetic as a subject of school instruction is traced historically, and some knowledge of the great teachers of arithmetic, their methods and their influence, is given.

Five hours per week for one term.

Arithmetic II: Method

As a requirement for those students who do not take Arithmetic I, and as an elective for all students, a course in Special Methods in Arithmetic is provided.

The course aims to give, by lectures, discussions, and reports on work done in the Training School, the pedagogy of the subject and to indicate certain fresh and successful ways of presenting the different units of instruction. The psychological principles upon which all rational methods must be based are formulated, and the students are encouraged to test by these the empiricism of the text-books which they may be called upon to use.

Two hours per week, spring term.

LIBRARY METHODS

This course is intended as an elementary introduction to the use of books and the library, also to the organization and management of school libraries. The course deals with two phases of the subject:

(a) Use of the Library—The book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

(b) Library Management—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Three periods or more a week for a term of twelve weeks is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice work in the library under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf-list and catalog a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

MANUAL ARTS

The work in this department is planned with special reference to the needs of the teacher. The aim of the work is to give to students a thorough working knowledge of the tool exercises and materials commonly used in school courses; to acquaint them with the methods used in teaching the different lines of work; and to develop and stimulate in them an interest in handwork.

Handwork I

Constructive work with paper, cardboard, raffia, reeds, yarn, and cord.

Five periods per week for one term.

Handwork II

Advanced course in Primary Handwork.

Five periods per week for one term.

Wood Shop I

Bench work, including useful models in the construction of which the correct use and proper care of the common woodworking tools can be profitably taught; the reading of working drawings, blue prints, and sketches; and the use of stains and other finishes.

Five periods per week for one term.

For description of other courses in Manual Arts see explanation under Special Manual Arts Course.

ART

The purpose of the Art Department is, first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, followed by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. The advanced work (Course V) includes the planning of equipment and study-courses. One term of teaching, under supervision, is also required.

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Stenciling in fall term only.

Three periods per week for one term.

Art I $\frac{1}{2}$

Illustrated talks on Art Appreciation. Study of the principles of proportion, rhythm, and subordination through simple exercises in line, notan, and color. Color scales and schemes. Landscape composition, animals, birds, flowers, and figures illustrative of stories are carried out in cut paper, crayola and water color.

Three periods per week for one term.

Art II

Art appreciation. Principles and elements of art. Landscape composition. Lettering. Color scales and schemes. Still-life. Methods of teaching art.

Three periods per week for one term.

Art III

Elective. Art appreciation. Principles and elements of art. A course in design, with emphasis on the adaptation of design to material; as designs for clay, metal, and weaving.

Four periods per week for one term.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in handling children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious, light tone, which naturally belongs to the child, must always be preserved. Care of the children's voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (*e. g., loo or la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm, and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

The classroom work presents the following phases:

1. Simple vocal exercises, which the student in turn may use to lighten and soften the children's voices.
2. Songs and sight-reading exercises embodying quality of tone, rhythm, tone relationship, phrasing and mood of song.
3. Presentation, by students, of rote songs for class criticism based upon:
 - (a) Value of the song—melodic, rhythmic, ethical.
 - (b) Teacher's conception of the song, and attitude toward the class.

(c) Interpretation—tone quality, rhythm, enunciation, spirit of song.

(d) Results from class.

4. Preparation of outline of grade work from first to eighth, with classified selection of good songs; presentation of work of any grade for class criticism.

5. Criticism based upon observations in Training School.

6. Study of composers, musical form, and folk music for use in Training School.

First Year. Voice training: exercises in breathing, tone placing, and articulation. Ear training: exercises in interval and rhythm. Sight reading.

Second Year. Voice and ear training. Development of chromatic and minor scales. Sight reading. Presentation of rote songs. Study of composers and musical forms. Methods. Criticism of Training School work. Use of baton.

The scheme of music study indicated above covers four terms of work, as follows:

Music I. Theory and sight reading.

Two hours per week for one term.

Music II. Sight reading and song presentation.

Two hours per week for one term.

Music III. Song presentation method.

Two hours per week for one term.

Music IV. Study of composers, program work.

One hour per week for one term.

HOME ECONOMICS

In the course in cookery, theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from receipts. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing, practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery I

Prerequisite: High School course in chemistry and in physiology, or general science and physiology.

The kitchen, its arrangement and care; the selection, use, and care of utensils.

Methods of cooking: Boiling, stewing, roasting, etc.

Food principles, composition and nutritive value of foods.

Starch: Composition, digestion, and value; cooking of starchy foods—cereals, cornstarch, starchy vegetables.

Vegetables: Kinds, selection, food value, sauces.

Proteid foods: Cooking of eggs, egg combinations, etc.

Batters and doughs: Flours, leavening agents, oils, fats.

Meats: Comparative value; gelatine dishes; inexpensive cuts; leftovers.

Instruction by demonstration, lectures, individual and group practice.

Five hours per week for one term.

Sewing I

Prerequisite or parallel: Art I.

A course of hand sewing, including the following stitches: even and uneven basting, running, overcasting, back and half-back stitch, hemming, overhanding, weaving, darning, buttonhole stitch, etc.

As the stitches are learned they are applied to the making of simple articles.

The choosing and buying of materials, according to use, quality, and cost.

Taste development.

Study and use of the sewing machine; the application of the stitches to simple garment making.

Five hours per week for one term.

PHYSICAL TRAINING

The course in physical training aims to maintain and promote the health of the students, and to furnish them with the principles underlying this training; also, to give them practical knowledge of a system of educational gymnastics sufficient to enable them to teach intelligently any form of school gymnastics, and to adapt their work to the varying conditions which they may meet.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. The coöperation of mothers is asked in this important matter. In the gymnasium all students are required to wear gymnasium suits. The regulation dress for the young women consists of divided skirt, blouse, and gymnasium shoes. The expense involved amounts to from five to eight dollars each. The young men should provide themselves with knickerbockers, blouse, and gymnasium shoes.

The young women are assigned to the gymnasium in regular study periods. The young men use the gymnasium after school.

Course I

Instruction and practice in the fundamental physical activities, such as breathing, sitting, standing, walking, running, stair climbing. Personal hygiene.

One hour per week for one term.

Course II

Elementary Swedish gymnastics and gymnastic games, tactics, relaxing exercises, rhythmic movements, marching.

Prescription work is assigned when necessary.

Two hours per week for one term.

Course III

Theory of physical training. Methods of teaching children, and the analysis of positions common during school life. Drill in leading squads, and criticisms based upon the observation of this drill.

Two hours per week for one term.

Course IV

Classified games and folk dances for the schoolroom and schoolyard.

Two hours per week for one term.

Course V

Exercises with hand apparatus. Folk and æsthetic dances.

Two hours per week for one term.

Course VI

Elective course dealing especially with playground work.

Two hours per week for the spring term.

While no special provision is made for training students to serve as directors of playgrounds, it is possible for many students so to plan their work as to secure considerable preparation tending in that direction. The general course is rich in material and methods for such work. This is especially true of physical training IV and VI and the courses in kindergarten training, manual training, music, art, and child study. In the child study course there is opportunity, for those who desire, to make a special study of children's plays and the playground movement. Course VI in physical training is especially arranged to assist those who may desire summer work on the playgrounds.

Course VII

An elective course in folk dancing and æsthetic dancing.

Two hours per week for one term.

Course VIII

An elective course in outdoor games, such as tennis, long ball, baseball, captain ball, and basketball. No class will be formed for fewer than sixteen applicants.

Two hours per week for one term.

III. KINDERGARTEN TRAINING COURSE

The special aim and work of this department is to give a thorough and practical training in kindergarten methods. In the first year the student is introduced to accepted standards of work, and in the second is led to make such applications through actual practice in teaching as will result in broad as well as effectual training for service.

Requirements for Admission: The requirements for admission to the Kindergarten Training Course are the same as those for the General Professional; but since a certain degree of proficiency in piano playing is a necessary qualification of the well-equipped kindergartner, before admission to the former course applicants will be required to show ability to play acceptably simple melodies and marches; and before entering upon the work of the senior year, ability to play in good rhythm the movement music of the Kindergarten and to accompany the songs used in the work.

OUTLINE OF THE COURSE

Kindergarten Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in the Mother Play and the Education of Man, and the relation of these to modern theory and practice.

Theory I, II, III, and IV

The Mother Play—the development of fundamental instincts; the training of the senses; the development of the hand, finger plays and manual training; the development of the social and moral standards.

One hour per week, first, second, third terms. Two hours per week, fourth term.

Theory V

Education of Man—a study of the fundamental principles of Froebel's philosophy.

Two hours per week, fifth term.

Theory VI

A study of Froebel's relation to his times, of his especial contribution to education, and of the place of the kindergarten in the school.

Three hours per week, sixth term.

GAMES AND HYGIENE

The department is well equipped for carrying out the practice of games in the school gymnasium by the students, and the conduct of children's games both in the kindergarten room and in an outdoor gymnasium fitted with swings, bars, ropes, ladders, and poles.

Games and Hygiene I, II, and III

Activity plays, rhythm and representative exercises developed into traditional and kindergarten games.

One hour per week, first, second, and third terms.

Games and Hygiene IV and V

A study of the original development and purposes of games; the physical development of the child through play; hygienic problems of kindergarten management.

Two hours per week, fourth and sixth terms.

HANDWORK

Lectures, discussions, and class exercises. This course is designed to equip the student with a practical knowledge of those racial toys and materials, as well as those devised by Froebel, which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork Ik, IIk, IIIk

Gifts. Play with Froebel's educational toys and the miscellaneous objects of which they are types.

Occupations; a technical training in the various forms of kindergarten handwork, including (1) bead stringing; (2) paper folding; (3) cardboard and coarse sewing, doll making; (4) weaving paper and cloth, simple basketry; (5) paper cutting and pasting; (6) drawing; (7) color work or painting; (8) construction with cardboard, nature material, etc.; (9) clay modeling; (10) use of sand table.

Three hours per week, first three terms.

Story Work

Reading, lectures, and practice in story-telling. This course aims to acquaint the student with the sources of good literature for children; to give standards of selection and adaptation; and to afford practice in story-telling.

One hour a week, third term. Two hours per week, fourth and fifth terms.

Nature Study Ik, Agricultural

The object of this course is to give students some knowledge of the fundamental facts of the growth, propagation and care of common plants, suitable for use with very young children.

Practical work in the garden, with actual supervision of children, will be provided, together with recitations and experimental laboratory work.

Two hours per week, second term.

MUSIC

Kindergarten I

Breathing exercises; voice placing; sight reading; selection of kindergarten music.

Kindergarten II

The study of kindergarten songs, and method of teaching them. Work in phrasing and expression.

Kindergarten III

Advance program work; continuation of methods of teaching.

ART

This course is planned especially for the students of this department, and selects from Art I and II those features which are directly applicable to the work of the Kindergarten.

IV. SPECIAL COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

In recognition of the steady and growing demand for special teachers, the school offers, in addition to the manual training included in the General Professional Course, Special Manual Arts Courses.

Requirements for Admission:

The Two-Year Course—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*.

The One-Year Course—Graduation from a normal school or college. Prerequisites to the one-year course are Art I, II, and III, Handwork I, Wood Shop I, Mechanical Drawing I, and Industrial Materials or their equivalents. For those not able to offer these credits an additional term of residence may be necessary. Upon the satisfactory completion of either of the above courses a diploma in elementary Manual Arts will be granted. Holders of this diploma will be recommended to County Boards for a Special Elementary Certificate in Manual Arts or Arts and Crafts and Design.

SPECIAL SECONDARY CERTIFICATE

Such students as show the proper qualifications and do the necessary amount of advanced work (including teaching in the Normal classes) will be given a *special* diploma in Manual Arts, and will be recommended to County Boards for a Special High School Certificate.

OUTLINE OF THE COURSES

Handwork III

Weaving and textiles.

Four periods per week for one term.

Handwork IV

Book-binding, including the making of portfolios, blotter pads, and laced and sewed books.

Four periods per week for one term.

Wood Shop II

Joinery and wood turning, including work with woodworking machinery.

Ten periods per week for one term.

Wood Shop III

Cabinet and furniture design and construction. Advanced work with bench tools and machinery.

Ten periods per week for one term.

Wood Shop IV

Continuation of Wood Shop III, with a short course in Wood Carving.

Ten periods per week for one term.

Mechanical Drawing I

Geometrical problems, conic sections, and lettering.

Four periods per week for one term.

Mechanical Drawing II

Orthographic projection, objects oblique to planes, the development of surfaces, the intersection of surfaces, the use of auxiliary planes, and a brief treatment of isometric and cabinet projection.

Four periods per week for one term.

Mechanical Drawing III

Continuation of Course II.

Four periods per week for one term.

Metal Shop I

Work in copper and brass along art crafts lines.

Four periods per week for one term.

Metal Shop II

Advanced work in design and construction, covering some of the more difficult processes employed in the trades.

Four periods per week for one term.

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration, and technique.

Four periods, with two of practice, per week for one term.

Clay II

Continuation of Clay I, including glazing and firing.

Four periods per week for one term.

Leather I

The principal operations in tooling, coloring, and making up.

Four periods per week for one term.

Leather II

Continuation of Leather I.

Four periods per week for one term.

Industrial Materials

Lectures and library work. A study of the distribution of forest products, textile materials, minerals, etc.; their preparation for use; transportation to manufacturing centers.

Two periods per week for one term.

Theory and Organization of Manual Arts

Lectures, written reports, library work, and discussions.

Two periods per week for one term.

Teaching I M. A.

Two periods per week for one term.

Teaching II M. A.

Four periods per week for one term.

Teaching III M. A.

Two periods per week for one term in a lower grade, and two periods per week for one term in an upper grade.

Candidates for the Special High School Certificate, in addition to the above, must do enough practice teaching in Normal classes to satisfy the department that they are competent to teach manual arts in the High School.

For description of other courses in Manual Arts see explanation under General Professional Course.

V. SPECIAL COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses are offered on account of an increasing demand for advanced work and also because of many applications to the Normal School for departmental teachers of art.

Requirements for Admission:

The Two-Year Course—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*.

The One-Year Course—This course is open to normal school or college graduates whose course has included the professional subjects scheduled in the Two-Year Art Course and an equivalent for Art I, II, and III.

The director of the Art Department will decide all questions as to advanced credits and equivalents in art. These may be determined through credentials, work submitted, or through examination. Any two or all three of these methods may be employed by the Art Department before a student's matriculation is complete.

These courses are planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements, entitling them to a recommendation for the Special Elementary Certificate in Art.

A diploma for supervisory, high school, and normal school teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

As the various subjects in these courses are given but once each year, in the order shown in the outline on page 23, students can be admitted only at the beginning of the year, unless they have advanced credits for the work up to the time of admission.

The department expects that, after September, 1913, there may be opportunity for those finishing either of the above courses to qualify for departmental teaching of art in high school by taking such additional work as may be outlined by the Committee on Special Courses.

OUTLINE OF THE COURSES

Drawing and Painting I

Blackboard, brush and ink, and charcoal work, with special attention paid to rapid and accurate expression of form.

Five hours per week for one term.

Drawing and Painting II

Water color, still life, figure, and landscape, with reference to such work in the grades.

Three hours per week for one term.

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Four hours per week for one term.

Drawing and Painting IV

Study of color harmony from Japanese prints, using oil paints as a medium. Still life and flowers in oil.

Three hours per week for one term.

Drawing and Painting V

Studies from life and casts in charcoal and wash.

Three hours per week for one term.

Drawing and Painting VI

Figure compositions in charcoal, watercolor, pastel, and other mediums. Studio and outdoor work.

Three hours per week for one term.

Composition and Design I, II, III, IV, V

Application of principles of design to special problems, such as tiles,

book-covers, designs for stained glass, hangings, carpets, etc. Study of Munsell color system and working out problems in full colors.

Five periods per week, first term. Six periods per week, second term.

Art Appreciation and History of Art I, II, III, IV, V, VI

First Year—An appreciative study of architecture, sculpture, painting, and design and their historical development.

Second Year—Landscape composition, technique, and history of development of landscape painting. Picture study in connection with the grades and other subjects in connection with Senior course.

One period per week for two years.

Illustration

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Four periods per week for one term.

Outdoor Sketching I, II, III

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Two hours per week for two terms.

Four hours per week for one term.

Art Crafts I, II

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving, or embroidery. Fitness of the design to the qualities and limitations of the material in each case a problem for special study.

Four hours per week for two terms.

Interior Decoration I, II

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Three periods per week for two terms.

Method I, II, III

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with method and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study.

One period per week for one term and two periods per week for two terms.

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in work in studio and in outdoor sketching.

Mechanical Drawing

Courses I and II are required of all art students. (See Manual Arts Course.)

Composition and Design I, II, III, IV, V

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc. Color theory, scales, and schemes.

Art Appreciation

Six hours for one term. Five hours for one term. Four hours for one term. Three hours for two terms.

VI. SPECIAL COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS

Students can be admitted only at the beginning of the school year, unless they present credits covering the work of that portion of the course preceding the time of entrance.

Requirements for Admission:

The Two-Year Course—The requirements for admission to this course are the same as those for admission to the General Professional Course, as indicated on page 30, with the exception of those set forth in paragraphs *a* and *b*; and in addition, a thorough knowledge of the elements of music, the ability to sing at sight music of moderate difficulty, to write in good form simple music dictation, together with sufficient ability in pianoforte playing to insure the satisfactory accompanying of High School music after two years of study.

The One-Year Course—Graduation from a normal school or college, in addition to the requirements for admission to the Two-Year Course.

Graduation from either of the courses will entitle the student to a diploma carrying with it a recommendation for the Special Certificate in Music.

OUTLINE OF THE COURSES

Voice Culture: Two lessons a week.

Ear Training: Sight-singing, music dictation, choral practice.

Melody Writing.

Harmony: Formation of scales, intervals and triads; study of natural tendencies of tones; harmonizing melodies; simple chord combinations will be played, recognized and written; study of the chord of the dimin-

ished seventh and the dominant ninth; modulations; passing tones, suspensions, altered chords, etc.

Music History: Music of ancient nations; development of music notation, instruments and music form; general development of music through the classical, romantic, and modern periods; the relation of music to other arts and to human life.

Music Appreciation: Including explanatory recitals tending to stimulate the listening faculty and to encourage correlation of music with general history and literature.

Chorus Conducting: Use of the baton; selection and placing of voices for glee clubs, etc.

Songs and Song Material.

Music Methods.

Teaching and Observation.

Suggested electives are: History of Education, English VIII, Reading IV, French or German, Folk-Dancing.

VII. SPECIAL COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS

These courses lead to a diploma entitling the holder to recommendation for the Special Elementary Certificate in Home Economics.

Except by special arrangement, students will be admitted to these courses only at the beginning of the academic year.

Credit will be given for work done in other schools when equivalent to work in these courses. Substitutes will be allowed for work of the same character and amount done in high school, but only in exceptional cases for Cookery I or Sewing I.

Requirements for Admission:

The same as those for admission to the General Professional Course, as indicated on page 26, with the exception of those set forth in paragraphs *a* and *b*, and, in addition, high school physiology and chemistry.

Fees

A fee of three dollars per term will be charged for the courses in Cookery, except Cookery I.

Personal Equipment

Students taking Cookery will provide themselves with the following articles before the first class meeting:

1. Two plain white bib aprons, with shoulder straps. These should be sufficiently large to cover the skirt.
2. Two, or more, red and white check, linen tea towels, three fourths of a yard long.
3. Two dish cloths (proper size and material, finished edges).

4. One holder (5 or 6 inches square), with two adjustable, washable covers.

Every article should be marked plainly and indelibly with the owner's full name.

Students will wear plain high or round neck, long or three-quarter sleeved cotton waists for cookery.

OUTLINE OF THE COURSES

Courses in Sewing and Cookery should be taken in the order as numbered.

Sewing I. Stitches, seams; models, doll clothes. Fundamental work for grade teaching.

Prerequisite: Art I.

Sewing II. Paper patterns, sewing machines, garment making.

Sewing III. Cutting and making simple dresses.

Cookery I. Study of the fundamental food principles; care of foods, kitchen and equipment.

Five hours per week for five terms.

Cookery II. Food combinations; baking, etc.; laboratory readings and lecture.

Five hours per week for one term.

Cookery III. Continuation of Cookery II.

Five hours per week for one term.

Cookery IV. Serving meals.

Five hours per week for one term.

Cookery V. Diet for invalids and children.

Cookery VI. Dietetics.

Dressmaking. Drafting, modeling and making wool dresses and tailored waists.

Millinery. Making simple hats, trimming, etc.

THE TRAINING SCHOOL

The Training School in its present organization is a branch of the Los Angeles city school system, and consists of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.*

To form the basis for growth the students are given abundant opportunity to observe the best teaching for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore, the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year:

Kindergarten. The kindergarten aims to lay a basis for further development in the school, by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires

*Besides the Normal Training School, portions of four other city schools, (Alpine St., Cambria St., Fremont Ave., and Grand Ave.), are utilized as Supplemental Training Schools. In addition, a number of students are given opportunity to do Cadet Teaching in the Los Angeles city schools.

the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Handwork, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Articulation drills. Dramatization of suitable stories read. *Phonics:* Daily Systematic work correlated with reading and spelling. *Spelling:* Oral and written. Emphasis on visualization. *Writing:* Chiefly on blackboard. Pencil introduced. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories chiefly with reference to special holidays. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. *Art:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Paper folding and cutting. Raffia—braiding, weaving, winding. Doll's hammock, doll's sweater, and book-bag weaving on loom. Other constructive work related to industries and occupations. Much of the work illustrative of other subjects. Class projects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Scale and chords developed through songs; (b) Rhythmic exercises developing time. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Phonics:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* Oral and written. Dictation of nursery rhymes. *Literature:* Mostly stories told to children. See second grade. *History:* See second grade. *Language:* Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic:* Addition and subtraction. *Nature Study:* Biological and geographical. *Art:* Rhythm, spacing, alteration. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training:* Introduction to cardboard construction. Knotting, winding, and weaving of raffia. Other constructive work related to industries and occupations. Simple pottery begun. Class projects. *Music:* Songs by rote, see second grade. Frequent voice exercises, keeping light

quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Expression emphasized. *Phonics*: See preceding grades. *Writing*.* *Spelling*. *Literature*: Stories told to and read by children. See second grade. *History*: Stories and supplementary reading in connection with holidays, continued throughout grades. Local city history and early California missions, last month. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. Synonyms, homonyms, and use of dictionary. *Arithmetic*: Multiplication and division. *Nature Study*: 1. Biological (a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. Sea beach life. Activities of some lower animals. (c) Museum studied—products and by-products of economic plants. 2. Agricultural—(a) Coöperative work with economic plants. (b) Flower studies and seed distribution. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter, and transportation. *Art*: Shape and proportion, rhythm, symmetry. Designs, using geometric, symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Dyeing of textiles and more specific study of textiles than in preceding grades. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature*: Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization. Articulation, phonic and dictionary drills. *Spelling*. *Writing*. *History*: Current events. Practical civics. Stories of Greeks and Romans. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Fractions and decimals. *Nature Study*: Garden work in individual plots. Flower studies

*Muscular movement introduced and carried throughout the grades.

and seed distribution. *Geography*: North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art*: Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: For boys—Emphasis on constructive work with clay and cement; bookbinding; class projects. For girls—Work with boys, first half; sewing, second half. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room or yard, gymnastics combining arm and leg movements. In gymnasium, marching, fancy steps. Competitive games, such as relay race. Olympic games on playground.

Sixth Grade. *Reading and Literature*: See preceding grades. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling*. *Writing*. *Arithmetic*: Fractions, subtraction of dates, aliquot parts. *Nature Study*. *Geography*: Asia, South America. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Current events. Practical civics. Municipal civics. Continental history, study recitation, first half; English history, study recitation, second half. Dramatization. *Art*: Proportion, rhythm, transition. Pattern and landscape compositions. Scales of dark-and-light and color, five tones. Color scheme. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: Working drawings, sketches of models, bench work, and knife work, in thin wood, for most boys; printing, for some. Sewing for girls. Class projects. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Simple apparatus work. Games of low organization, such as Corner Ball. Outdoors, when possible.

Seventh Grade. *Reading and Literature*: See preceding grades. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical construction of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*. *Writing*. *Arithmetic*: Percentage, literal quantities, measurements, and constructions. *Nature Study*: Elements of physical and chemical science. *Geography*: Africa and Australia. Review of continents. *History*: United States History through War of 1812. *Art*: Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangements. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: Drawing and sketching of models, and bench work, for boys. Sewing, for girls. Class projects. *Music*: Work of previous grades made strong. Ear

training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle songs, etc. *Physical Training*: Swedish Day's Order. Games of higher organization, such as Captain Ball and Playground Ball. Folk dances. Outdoors, when possible.

Eighth Grade. *Literature and Reading*: As in preceding grades, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of different interpretations of the "Quest for the Holy Grail," with intensive study of "The Vision of Sir Launfal"; or "The Odyssey"; "The Lady of the Lake"; "Julius Cæsar"; "The Merchant of Venice"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language*: Oral composition as in seventh grade. Extemporaneous speaking and debating. Written composition, including the elementary principles of narration, description, and exposition. Review of facts of grammar previously learned. Such additional facts as are essential to correct speech; the use of apt words; choice of synonyms. *Spelling*. *Arithmetic*: General. Review for B 8's. *Algebra* for A 8's. *Physiology*. *Geography*: The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. The United States and California in the light of this study. *History*: United States History concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art*: Principles of composition in designs and pictures. Color values and harmony. Color schemes for room interiors. Stencil or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Science*: Bench work and furniture construction, for boys. Cookery, for girls. Class projects. *Music*: See seventh grade. *Physical Training*: Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Outdoors, when possible.

*Review for B 8's. *Algebra* for A 8's.

THE LIBRARY

The library contains about 25,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which the students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: Psychology and education, science, travel, history, and literature. About 2,000 new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about 1,000 volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing, besides the title and subject of every book and the name of its author, many analytical references to books, the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF PREVIOUS CATALOG.

SUMMER CLASS, JUNE 27, 1912.

GENERAL PROFESSIONAL COURSE

Ruth Elizabeth Alexander	Mae Ferson	Isola L. Johnson
Olda Pearl Albretsen	Geneva Eckart Flagg	Mary Geddes Johnston
Milred A. Allen	Grace A. Flanagan	Essie Love Jones
Edith B. Andrews	Robert F. Fowler	Amelia Kellenberger
Mary C. Arbuckle	Alice Bidwell Fox	Helen Cressy Kelso
Ruth Ardis	Mrs. Belle H. Fox	Jess Pauline Kendrick
Edna M. Arnett	Agatha Fredricks	Ella Kinard
Beryl Arthur	Gertrude Friend	Zeta Jeanette Kindig
Gladys Ashton	Ida Mitchell Fullerton	Eva King
Alta A. Bailey	Agnes R. Ganahl	Irene H. Kirkbride
Maud Baird	Vera Emile Gates, A.B.	Anne Winifred Knapp
James A. Baker	E. Beth Glezen	Pansy Marie Knoll
Josephine C. Baker	Abbie Bassett Godfrey	Louise C. Kohlmeier
Myra Elizabeth Banta	Ruth Madeline Green	Ethel Burdette Land
Alice Naomi Barnhouse	Thekla M. Grieve	Olive R. Laufeld
Susannah Grace Barris	Fannie Sarah Gwillam	Fay Lang
Bertha Josephine Barron	Louise O. Hall	Thora Lares
Marie Bittleston	Merle E. Hamilton	Helen B. Lewis
Genevieve Vander Bogart	Freda A. Hand	Zoe Limbocker
Augusta E. Bont	Zay Harding	Olive Linkletter
Nanon Georgine Borge	Lavina Hardy	Hattie Winifred Locknane
Lucy F. Bowker	Grace Hart	Gertrude Holt Lofthouse
Frances Bracewell	Anita E. Haskell	Alta J. Lovell
Helen M. Brubaker	Emma Hasty	Irene Mary McCarthy
Lula C. Brunswicker	Hylinda Malvina Hayes,	Mary Olive McCord
Ruth Mary Bushnell	A.B.	Adelia McDearmon
Viola S. Byers	Mabel J. Hennessy	Nina A. McEwen
Mary M. Caldwell	Cecelia Henry	Willia Josephine McKee,
Jessie Hazelglenn Calkins	Bertha Anne Hersey	A.B.
Bessie E. Calvert	Bertha Bresee Hill	Anita Jean McLachlan,
Mary Calderwood Cameron	Matilda Hill	A. B.
Hazel May Carr	Mary Elizabeth Himes	Kathryn Nellie McLaughlin
Gladys L. Case	Florence Permelia Hitch-	Nina E. McMillen
Rhea Cashman	cock	Arvilla Maddy
Caroline Chan	Mabel Jane Hodson	Marie Mannoccir
Anna C. Clark	Marie J. Hoffner	Corinne Marcellus
Anna Rockwell Clark	Belle Hogue	Anna G. Matthews
Ethel Mary Coad	Minnie Mabel Holcomb	Senola Dorothy Maxwell
Delphia Comstock, A.B.	Alice Ethel Holland	Nellie T. May
Edith A. Coombs	Edith Maria Holmes	Clara M. Maynard
Corle C. Crane	Edna Viola Hoogner	Mildred L. Mead
Florence B. Crosier	Mary Catherine Horrigan	Rena Eldora Mead
Leora E. Davelaar	Monima Jane Hotzell	Mattie Corinne Meritt
Eunice Irene Davis	Edna Marie House	Margaret Metcalf
Ilmah Armina Dodds	Mabel L. Houser	Emma S. Meyer
Genevieve M. Doyle	Mildred Eleanor Hughey	Josephine Midgarden
Matt Ryan Draper, A.B.	Lulu Mary Hunter	Ella Adelaide Millen
Lillian Eleanor Eaton	Louva L. Hursh	Maud Miller
Carrie Elder	Bertha M. Hurtt	Gertrude Millsap
Elsie B. Ensign, B.S.	Carolyn M. Ives	Lucille Millsap
Helen Floyd Estill	Frances Eugenia Jackson	Dorothy Mockbee
Bess Frances Farmer	Josephine Jarvis	Josephine Mogeau
Julia A. Farrell	Cecil F. Jennings	Edith L. Moore
Ruby C. Feazell	Ebba L. Johnson	Carrie Mooser

GENERAL PROFESSIONAL COURSE—Continued.

Winifred M. Neeley	Jo Rosenthal	Frances Katherine Taylor
Laura Hazell Newell	Ethel Olive Rouse	Lorraine Collins Taylor
Flora V. Newman	Mary Grace Rowell	Marjorie Claire Taylor
Estelle L. Nuffer	Lulu K. Ryon	Elizabeth Remay Thompson
Agnes O'Connor	Beryl Sams	Flora Madeline Thompson
Avis Olmstead	Gwendolyn Sargent	Florence L. Thompson
Charles Herbert Oneal	Anna Christine Schindler	Matilda Wilhelmina Thompson
Matilda M. Osterhaus	Ida Louise Schmidt	son
Lucinda Lee Padrick	Ora Glee Schreiner	Alice Haines Thornton
Emma M. Palm	Martha Schoenleber	Kathleen Cliffe Tottenham
Emilia Romana Palomares	Grace Athol Seymour	Grace I. Tucker
Louise Parkins	Mary Breeding Shirley	Frances E. Tubbs
Katherine Parrish	Elsie Slater	Ralph E. Urey
C. Litti Paulding	Theresa C. Sletten	Alta Van Velzer
Floy H. Pemberton	Edgar Stuart Smith	Fannie G. Vaughn
Marguerite Pendexter	Mary Elizabeth Smith	S. Paul Ward, Cer. E.
Rena Polkinghorn	Rachel D. Smith	Verda Mary Warner, A.B.
R. E. Thomas Pollich	Ruth Smith	Leila E. Waugh
Mary Pearl Pottol	Ruth Genevieve Snell	Alice Palmer Way
Margaretha A. M. Reuter	Elsie Adelaide Snyder	Grace E. Weaver
Marcella L. Richards	Flavia Sodergren	Minnie Webb
Mabelle Lenore Richey	Charlotte Sollinger	Della J. Wells
Gladys Almeda Riley	Flossie Jean South	Maude Welton
Hazel Rix	Ruby Lucile Sproul	Olive B. Whalian
Edrena George Robb, A.B.	Lela May Standlee	Georgina M. White
Frances Marion Roberts	Celia May Stickney	Ruth Emelie Wilke
Clara Lorraine Robinson	Bernice Lee Stowitts	Jane Ann Williams
Mary T. Robinson	Genevieve Rose Sullivan	Lucile J. Williamson
Reine Rogers	Nellie Blythe Sullivan	Anna L. Willits
Miriam Jean Rollins	Laura Lucile Summers	Hazel Bess Worley
Lillian E. Rood	Norma Sweeney	Mabel G. Wright
Frances F. Root	Laura K. Swigart	Jeanette Young

ACADEMIC-PROFESSIONAL COURSE.

Maude Duke Andrus	Irmagail Eaton	Blanche E. Nichols
Helen R. Baldwin	Elva Ruth Garfield	Katherine Elizabeth Sale
Pearl Anna Baxter	Ruth May Locke	Gladys Seat
Frances Lucile Brooks	Nell Long	Gertrude Grace Snow
Lois E. Caskey	Ione Lowman	Dorothy Rose Willard
Gladys Leona Clark	Lida Claire McCoid	
Edna May Dorsey	Helen Millsbaugh	

KINDERGARTEN TRAINING COURSE.

Genevieve Alice Bell	Ida Mae Hammond	Sara Phillips
Julia Hofman Brown	Cora Harrison	Adele Powell
Shirley Devereaux Burns	Adeline Williams Hill	Meryl A. Putnam
Elizabeth Banning Cobbs	Ruth Alice Holmes	Helen Lacey Reed
Jessie Cumming	Mary Jane Howard	Velma Myrl Russell
Clarissa Catherine Dolan	Loie Edith Hunt	Edythe Christine Shaffer
Marie Dolan	Lora Bell Knecht	Fannie McCroskey Smart
Klenore East	Bernice McBride	Effie Brown Stephenson
Gertrude de Graffenried	Claire Hart Niles	Helen Walker
Shirley Goodman	Anna Overland	Genevieve Wallace Wilcox

MANUAL ARTS COURSE.

Elinor Dore Dougherty*
Hardinia Franklin*

Pearl Higgins*
Warren Briggs Ingersoll

Charles Herbert Oneal*

ART COURSE.

Bessie E. Hazen
Anna E. Hong
Winifred Huston

Kathryn Lawrie Johnson
Ida Lillian Lewis*
M. Blanche McCormack*†

Josephine Seaman Roberts*
Eleanor Van Orden White*

MUSIC COURSE.

Myrtle Blewett
Susanne Gough*

Isabel McReynolds Gray,
B.L.

Marjorie Maughlin
A. Evelyn Stone
Emma S. A. Williams

*Graduate Elementary Art Course.

*Graduate of General Professional Course.

†Graduate of Kindergarten Training Course.

WINTER CLASS, DECEMBER 13, 1912.

GENERAL PROFESSIONAL COURSE.

Dorothy K. Austin
Isabelle Baker
Annie Grace Barwise
Florence Arminda Beckett
Ida Bind
Anna K. Brunton
Isabel Lagoria Burke
Laura B. Caldwell
Franciska Chandler
Phebe A. Colvert
Elizabeth Connors
Olive Blanche Cupp
Harriett Douglas
Margaret O. Eddleman
Violet Celestia Emerick

Gladys Genevieve Grout
Hazel Isabelle Hamilton
Genevieve Rogers Herren
Annie Laurie Hudson
Maud Kingsbury
Hazel F. Kirk
Minnie O. Kopplin
Gladys Evelyn Landregan
Archina C. Lawson
Cora Naomi Lilley
Stella Louise McKinney
Margaret Marie McVicar
Clara Maltman
Matilda Emma Matti
Margaret Heard Miller

Margaret Myers
Nell Genevieve O'Brien
Elizabeth Louise Rice
Lenta E. Rohrbough
Amelia V. Rouchleau
Grace V. Russell
Margaret Shelt
Mildred J. Sprague
Mabel Stark
Maud Stiffer
Margaret Helen Sullivan
Muriel Henrietta Trott
Olive Watson

KINDERGARTEN TRAINING COURSE.

Esther Richardson

SPECIAL MUSIC COURSE.

Irene Harnly

Martha Schreyer

SPRING CLASS, APRIL 4, 1913.

GENERAL PROFESSIONAL COURSE.

Anna Helen Alford, A.B.	Mildred Force Lerchen	Lillian Reid
Anna C. Bakken	Iola McElrea	Elinor Richards
Anna C. Borgwardt	Isabella MacIntyre	Alice Rockwood
Lillian Boyd, Ph.B.	Maude A. McDonald	Grace Du Comb Sanderson, A. B.
Rebekah Elsie Bristow	Isabella McKay	Cassie Belle Scott
Julia H. Brown	Julia A. E. Martens	Melinda M. Seay
Ruth Butler	Clara Midcalf	Belle Smith
Flora Campbell, B.S.	May Evangeline Miller	Fleta Smith
Lulu B. Case	Mabel Minthorn	Chalmer H. Shaver
Edna May Cole	Flossie Cunningham Mon- crieff, A.B.	Ruth Rosetta Summerhays
Rena Conklin	Marion Tytherleigh Moses	Blanche Sydnor
Edith Gertrude Cooper	Mabel Evelyn Mulcahy	Ada M. Tarr
Jessie May Cross	Franc Palmer	Alice Tarr
Mollie R. Durnford	Elizabeth Florence Parks, A.B.	Margarette Ann Thompson
Amelia Eymard	Rose Ruth Pawley	Gertrude Frances Wallen- stein
Helen F. Fifield, B.S.	Bessie G. Phillips	Lulu Alice Whitacre
Ruth Fisher	Millicent Phillips	Genevieve Claire Wilson
Clara Foglesong, A.M.	Gertrude Pinkiert	Kathleen Whelan
Nellie Brown Garvey	Esther Annette Post, A.B.	Ella Wood
Lydia May Grewey	Lucy Powell	
Ruth Hensler	Marion A. Rannow	
Elizabeth Hidden, Ph.B.		
Ruth Keller		

ACADEMIC-PROFESSIONAL COURSE.

Kathleen Cogswell	Myrtle Clair Webster
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ART COURSE, SECONDARY.

Winifred Huston*

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Year ending June 30, 1908	210
26. Year ending June 30, 1909	243
27. Year ending June 30, 1910	304
28. Year ending June 30, 1911	398
29. Year ending June 30, 1912	426
30. Classes of December, 1912, and April, 1913	112
Total	3,684
Graduated from two courses, counted twice	39
Total, excluding those counted twice	3,645

SUMMARY OF STUDENTS ENROLLED, 1912-1913

NORMAL SCHOOL.

General Professional Department

Graduates of December, 1912, and April, 1913-----	108
Candidates for graduation, June, 1913-----	346
Candidates for graduation, December, 1913, and March, 1914-----	126
Candidates for graduation, June, 1914, or after-----	360
Visiting Teachers -----	34

Total General Professional Department----- 974

Kindergarten Training Department

Graduates of December, 1912-----	1
Candidates for graduation, June, 1913-----	32
Candidates for graduation, December, 1913, and March, 1914-----	12
Candidates for graduation, June, 1914, or after-----	39

Total in Kindergarten Training Department----- 84

Manual Arts Department

Candidates for graduation, June, 1913-----	3
Candidates for graduation, December, 1913, and March, 1914-----	4
Candidates for graduation, June, 1914, or after-----	16

Total in Manual Arts Department----- 23

Art Department

Graduates of April, 1913-----	1
Candidates for graduation, June, 1913-----	10
Candidates for graduation, December, 1913, and March, 1914-----	3
Candidates for graduation, June, 1914, or after-----	21

Total in Art Department----- 34

Music Department

Graduates of December, 1913-----	2
Candidates for graduation, June, 1913-----	8
Candidates for graduation, December, 1913, and March, 1914-----	11
Candidates for graduation, June, 1914, or after-----	22

Total in Music Department----- 43

Home Economic Department

Candidates for graduation, June, 1913-----	1
Candidates for graduation, December, 1913, and March, 1914-----	10
Candidates for graduation, June, 1914, or after-----	56

Total in Home Economics Department----- 67

Total in Normal School, including 16 post-graduates----- 1,225

Pursuing two courses, counted twice----- 5

Total excluding names counted twice----- 1,220

Training School

Eighth Grade -----	89
Seventh Grade -----	105
Sixth Grade -----	95
Fifth Grade -----	76
Fourth Grade -----	94
Third Grade -----	92
Second Grade -----	91
First Grade -----	134
Kindergarten -----	74

Total in Training School----- 850

Total enrollment for the year, all departments----- 2,070

mlH
4/15

Los Angeles

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

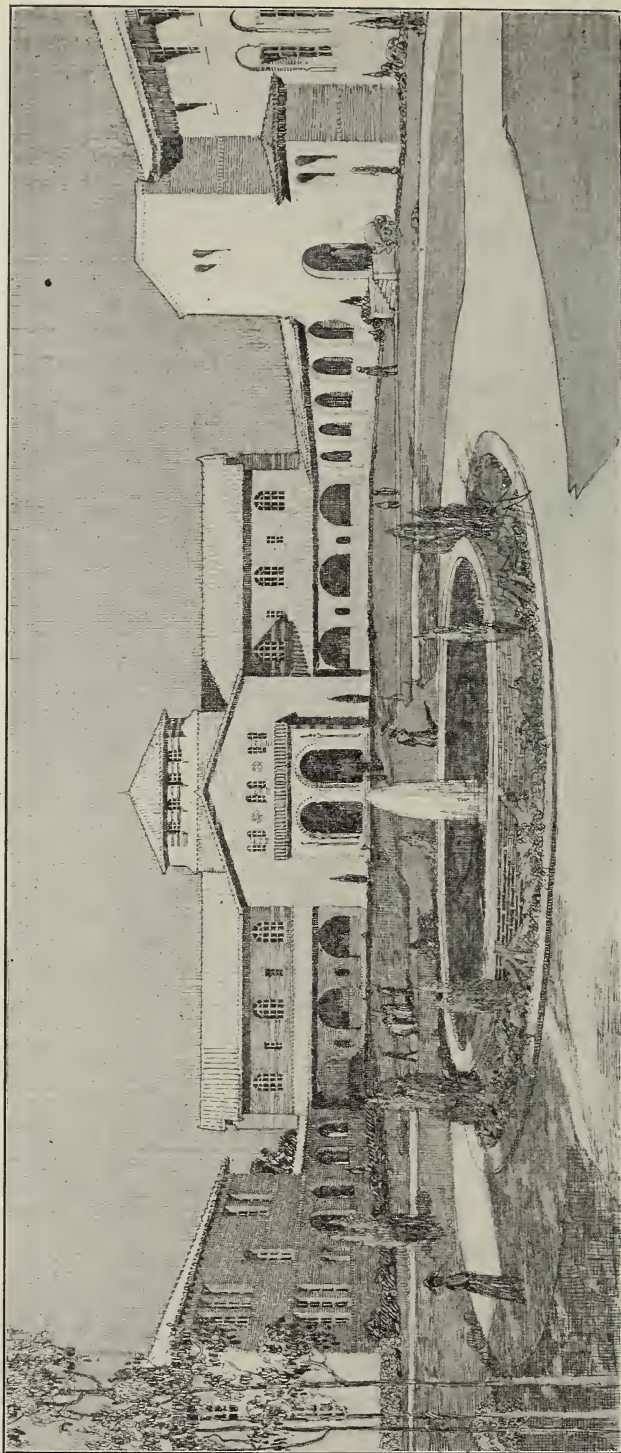
State Normal School Bulletin

Announcements for 1914-1915

THIRTY-SECOND YEAR



CALIFORNIA
STATE PRINTING OFFICE
1914



FRONT ELEVATION OF THE LIBRARY, AND PARTIAL VIEW OF TWO OTHER BUILDINGS OF THE NEW NORMAL SCHOOL GROUP.

The Los Angeles State Normal School will reopen in September at its new location between Vermont Avenue, Wildwood Street, Heliotrope Drive, and Monroe Street. This location is accessible by way of the Highland Avenue, Franklin Avenue, Temple Street, Heliotrope Drive, and Colegrove Street railway lines.

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1914-1915

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1914

CALIFORNIA
STATE PRINTING OFFICE
1914

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CALENDAR FOR 1914-1915

FIRST TERM

General Faculty meeting - - 3 P. M. Thursday, September 10, 1914
Former students report for arrangement of programs and enrollment in classes - - - - 9 A. M. Friday, September 11, 1914
Training School conferences - 2:30 P. M. Saturday, September 12, 1914
Registration and enrollment of new students,
Monday and Tuesday, September 14 and 15, 1914
General Assembly, followed by recitations,
9 A. M. Wednesday, September 16, 1914
Thanksgiving recess begins - 3 P. M. Wednesday, November 25, 1914
School reopens - - - - - 9 A. M. Monday, November 30, 1914
Term closes - - - - - 3 P. M. Friday, December 18, 1914

SECOND TERM

Registration and enrollment of new students, Monday, January 4, 1915
Recitations begin - - - - 8:05 A. M. Tuesday, January 5, 1915
General Assembly - - - 10:50 A. M. Wednesday, January 6, 1915
Term closes - - - - - Friday, March 26, 1915

THIRD TERM

Registration and enrollment of new students - Monday, April 5, 1915
Recitations begin - - - - 8:05 A. M. Tuesday, April 6, 1915
General Assembly - - - 10:50 A. M. Wednesday, April 7, 1915
Commencement - - - - - 10 A. M. Thursday, June 24, 1915

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - - Governor of California

Ex officio

EDWARD HYATT, - - - Superintendent of Public Instruction

Ex officio

RICHARD MELROSE, Anaheim, - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles, - - Term expires July 1, 1917

ARTHUR LETTS, Los Angeles, - - Term expires July 1, 1914

JAMES A. B. SCHERER, Pasadena, - Term expires April 1, 1916

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

CHARLES L. WHITE - - - - - Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., PRESIDENT

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Secretary of the Faculty

JOSEPHINE E. SEAMAN

English

*JAMES F. CHAMBERLAIN, Ed.B., B.S.

Geography and Physiography

EVERETT SHEPARDSON, A.M.

Supervisor of Practice Teaching

SARAH J. JACOBS

Physical Education

JENNIE HAGAN GOODWIN

Music

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English

LOYE HOLMES MILLER, M.S., Ph.D.

Biology and Nature Study

CHARLES W. KENT, B.S.

Manual Arts

NELLIE HUNTINGTON GERE

Art

ALICE O. HUNNEWELL

Reading

ADA J. MILLER, Ph.B., A.M.

English

RACHEL T. RICHARDSON, B.S.

Manual Arts

MYRTLE BLEWETT

Music

*Absent on leave.

FACULTY—Continued.

ARTHUR AMSDEN MACURDA, A.M.

History of Education

CHARLES W. WADDLE, A.M., PH.D.

Child Study and Pedagogy

GRACE M. FERNALD, PH.D.

Psychology

KATHERINE GOETZINGER, A.B.

French and German

A. A. HUMMEL, M.S.

Physiology and Nature Study

ELIZABETH E. KEPPIE

Reading

MICHAL GRACE SNYDER, A.M.

History

KATHLEEN S. BECK

Geography

BELLE H. WHITICE

Manual Arts

HELEN E. MATTHEWSON

Assistant Supervisor of Practice Teaching

*BESSIE E. HAZEN, A.B.

Art

SARAH E. WOODBURY

Assistant Supervisor of Practice Teaching

MYRTLE COLLIER, B.S.

Mathematics

RUBY BAUGHMAN, A.M.

English

ANNA PAMELA BROOKS, A.B., B.S.

Art

*ESTHER MABEL CRAWFORD

Art

*Absent on leave part of year.

FACULTY—Continued.

CLARA PALMER, B.S.

Home Economics

ELIZABETH FRANCES MASCORD, A.M.

Kindergarten Training

MARY BURNEY PORTER

Appointment Secretary

BERTHA C. VAUGHN

Voice Culture

EMILY C. HOLLISTER, A.M.

Physiology and Nature Study

BARBARA GREENWOOD

Kindergarten Training

*ALMA PATTERSON, A.M.

Child Study and Pedagogy

LUCILE R. GRUNEWALD

Physical Education

RUTH E. BAUGH

Geography and History

ADA BLANCHARD

Manual Arts

LAURA G. SMITH, B.S.

Domestic Art

SUSANNE GOUGH

Music

LOUISE PINKNEY

Art

NELLIE SULLIVAN

Psychology

HELEN GOSS, B.S.

Child Study and Pedagogy

WILLIAM T. ROOT, JR., A.M.

Child Study and Pedagogy

*Absent on leave.

FACULTY—Continued.

FRANK E. OLDER, B.S.

Agriculture

MYRTA LISLE McCLELLAN, B.S.

Geography

*LEROY C. CASE

Music

*MARY E. SANDSTROM

Assistant in Reading

GLADYS V. BECKETT

Student Assistant in Home Economics

AGNES E. MACPHERSON

Student Assistant in Home Economics

*ELVA RUTH GARFIELD

Assistant in English

HESTER LAUMAN

Student Assistant in Art

*MILTON C. DRISKO

Student Assistant in Arithmetic

*ADELINE B. NEWCOMB

Student Assistant in Arithmetic

DORIS ROSENTHAL

Art

*MABEL BARNHART

Music

*ORABEL CHILTON, B.S.

Home Economics

*ELIZABETH HOAG, M.D., A.B.

Arithmetic and History

MERRITT E. AUSTIN

Penmanship

*HELEN PORTER CANDLER

Assistant in Art Department

*Part of year.

TRAINING SCHOOL TEACHERS

KATE F. OSGOOD

Supervisory City Principal and Assistant Supervisor of Practice Teaching

CLARA M. PRESTON, *Fourth Grade*

HELEN C. MACKENZIE, *Third Grade*

ELSIE SECKLER, *Second Grade*

*EDNA T. COOK, B.S., *Seventh and Eighth Grades*

EMMA J. ROBINSON, *Sixth Grade*

BERTHA E. WELLS, *Seventh Grade*

M. MADILENE VEVERKA, *First Grade*

EVA L. HAMILTON, *Eighth Grade*

OLIVE LOUISE DAVIS, B.Pd., *Fifth Grade*

CARROLL W. ANGIER, *Manual Arts*

MARY DOUGLASS, *Kindergarten*

AGNES M. KNIGHT, *Auxiliary Kindergarten Teacher*

*MARGARET M. CAMPBELL, B.S., *Seventh and Eighth Grades*

ELIZABETH H. FARGO

Librarian

MARJORIE VAN DEUSEN, A.B.

Assistant Librarian

*HAZEL McCLURE

Assistant Librarian

IVA E. MAIER

President's Secretary

CHARLES L. WHITE

Business Secretary

W. E. FAULKNER

Engineer

CHARLES L. DOOLEY

Head Janitor

*Part of year.

INTRODUCTORY

Function of the Normal School

The place of the normal school in the educational system of California is defined in section 1487 of the Political Code as follows: "The state normal schools have for their object the education of teachers for the public schools of this State."

In accordance with this definition of its function, this institution provides not only a training in the technical manipulation of teaching methods, but also aspires to develop a sound and broad foundation of culture and character upon which to base professional efficiency and skill. In other words, this school aims to be not merely a professional training school, but an institution for the higher education of teachers.

An Educational Democracy

In furtherance of this ideal, the internal discipline of the school is not conceived as a function solely of the faculty, but rather as that of the entire organization. Each student participates in the business of government; and such rules of conduct as are promulgated are calculated to serve the social end of education by encouraging the individual to contribute to the welfare of the society of which he is a member while enjoying the advantages of social organization. The students maintain their own governmental system, elect their own officers, adopt legislation for their own guidance, and thus educate themselves in the art of self-control. The standards of behavior, and the manners and usages of refined society are recognized. The life of the students under these conditions is characterized by an atmosphere of cheerful industry and a spirit of moral earnestness.

Coöperating with these plans, various members of the faculty serve as "group-teachers," each acting as general counsellor of a certain group of students, assisting them to meet their daily responsibilities; and when they may be in need of special advice or other assistance, rendering them such personal attention as seems to be required.

Expenses

There is no charge for tuition. Books cost on an average about \$5.00 per term; instruments, stationery, and material for individual use, from \$5.00 to \$12.00 for the two years.

The cost of working materials for ordinary class use in all departments, including library and lecture fees, is met by the payment of 50 cents at the opening of each term.

To meet the expense of maintaining the various activities of the student-body, that organization has adopted a schedule of student fees, amounting to 25 cents per term for each student, payable at the same time as the incidental fee mentioned in the preceding paragraph.

In the departments of Manual Arts and Home Economics, materials *for ordinary use* are furnished by the school; but when for special purposes materials in unusual amounts are required, students are asked to purchase them at cost, retaining the product as their own. In the courses designed *for departmental teachers and supervisors* of these subjects, students are charged for materials, use of machinery, power, equipment, etc., at rates which are stated in connection with the description of such courses on subsequent pages.

In the courses for departmental and special teachers of Art the greater part of the material used is purchased by students. A studio fee of \$1.50 per term is required of each student to cover the cost of materials furnished, and the use of equipment and illustrations.

In the courses for departmental and special teachers in Music, lessons in voice culture are taken outside the school and paid for at prices agreed upon with instructors employed.

On graduation from any course a diploma fee of \$2.00 is charged.

In private families, board, including room with light and heat, in which two persons share, costs for each person from \$20.00 to \$30.00 per month. Students may reduce living expenses by renting rooms and boarding themselves. Rooms for this purpose, intended for two students, can be obtained at from \$10.00 to \$15.00 per month. Apartments fitted for housekeeping may be secured at a somewhat higher rate. Though expenses may in this way be lessened, the plan is not recommended, except in cases of necessity. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Secretary of the Faculty, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the secretary will be in attendance at the building during the entire week preceding the opening of each school term.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who are unable without financial assistance to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been established and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and at the same time performing a valuable public service. The President of the school is treasurer of the fund.

Social and Other Opportunities

For the promotion of social, literary, and other cultural interests among the students, there are maintained various associations and organizations customary in academic institutions—a Young Woman's Christian Association, a Newman Club, glee clubs, tennis and other athletic clubs, debating, literary, social and other such organizations. In every way not inconsistent with the main purpose of the school as already defined, the life of the students is rendered as enjoyable and varied as possible.

One of the most pleasant as well as most profitable features of student life is the grand chorus conducted daily by the department of music. Numerous lectures and addresses by well-known men and women, and musical and other entertainments by artists of note are provided by the school, as a rule, without expense to students.

The student-body maintains a bi-weekly publication, the "Normal Outlook," as its official organ, which affords a medium for the exploitation of student enterprises and ideals, as well as an opportunity for individual students to gain experience in the practical business of publication, and in writing for the press.

The "Exponent," the organ of the June graduating class, is another student enterprise of much interest and value. A number of literary and dramatic entertainments are presented during the year by various groups of students, one of the most important being the class play of the graduating class.

The library of the normal school is well selected to serve the special interests of the students, and is being constantly enriched by the addition of the most important books and other publications bearing upon the main purposes of the school. All the leading literary and technical magazines are regularly received, and kept on file in the reading room. The great public library of Los Angeles is also open to the free use of students.

Legal Status of Graduates from the State Normal Schools of California

School Law of California: Section 1503. (1) The board of trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate, corresponding in grade to the grade of the diploma, from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

Section 1663 confers upon the holders of such certificates the further right to teach in the first grade of the elementary schools.

The certificate first referred to above is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a life certificate to teach in the elementary schools of California.

The Relation of the State Normal School to the Universities and Colleges of California

The Normal School stands in close relation to the institutions of higher education in California. After completing the normal school course, either immediately or following a brief experience in teaching, many ambitious students continue their studies at these institutions. This custom receives the approval and encouragement of colleges and universities as well as of the Normal School.

Under arrangements heretofore existing, graduates of the state normal schools who are also graduates of accredited high schools and who are especially recommended by the normal school faculties, may enter either the State University, Stanford University, or the University of Southern California with a credit of 32 units, and thus be enabled to complete their college course in three years.

Relations with the same institutions have been still further extended by an arrangement which secures for students who are planning to become high school teachers, 48 units of advanced credit. The following statement fully explains the plan:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the Upper Division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The provision concerning major work in modern languages, stated on page 17, is designed to meet the purpose above indicated.

It will be noted that a fully recommended student, by shaping his course in accordance with this plan, may obtain his diploma from the Normal School, his university degree, and his certificate to teach in the high schools of the State in the same time that the degree and certificate could be secured if he were to enter the university directly from the high school.

Though no agreements applicable to all cases have been reached regarding allowances of credit by the colleges of California to graduates of the Normal School who desire to continue their studies in an institution of higher academic learning, each case is given generous consideration on the basis of the preparatory work and the professional studies completed.

The Part of the Normal School in the Preparation of High School Teachers Who Hold University Degrees

Under the rules of the State Board of Education certificates to teach in the public high schools of California are granted "to candidates who have received the bachelor's degree from a college requiring not less than eight years of high school and college training, and who submit evidence that in addition to the courses required for the bachelor's degree they have successfully completed at least one year of graduate study in a university belonging to the Association of American Universities; which year of graduate study shall include one half-year of advanced academic study (part of the time, at least, being devoted to one or more of the subjects taught in the high school), and such other time in a well-equipped training school of secondary grade directed by the Department of Education of any one of the universities of the association, as may be necessary to fulfill the pedagogical requirements prescribed by this board."

The following exceptions to the rule are provided:

1. Evidence of twenty months' successful experience in teaching is accepted in lieu of one half-year of graduate study.
2. Evidence of graduation from a California State Normal School, or from any other normal school officially recognized by the State

Board of Education as of equivalent rank, will be accepted in lieu of one half-year of graduate study.

3. Until otherwise provided, the practice teaching prescribed by the rule may be done in schools of grammar grade connected with a California State Normal School.

College and University graduates who intend to obtain the high school certificate, within one school year, and who desire to pursue part of their graduate studies in the University and part in the Normal School, as provided above, will find it to their advantage so to plan their work as to enter the Normal School immediately after the close of the first University semester, provided the graduate studies are pursued in a university whose first semester closes in December (as in the University of California or in Stanford University); in case the first semester closes at a later date (as in the University of Southern California), schedules should be made in both University and Normal School at the time of enrollment in the University, so as to obviate conflicts in programs in the two institutions for the overlapping period at the beginning of the calendar year.

RECOMMENDATION OF GRADUATES.

An Appointment Secretary serves as a medium of communication between school officials and normal school graduates. The purpose of this service is twofold: First, to foster a spirit of interest and co-operation between the Los Angeles State Normal School and public school officials. Upon requests of superintendents, principals, and trustees we recommend teachers who, in our judgment, will be able to meet, in the most efficient manner, the situations for which their services may be required. To do this intelligently it is necessary that the Appointment Secretary have detailed information concerning the vacancies to be filled. It is also the policy of the office to keep in touch with the work of the graduate teachers by means of personal visits, whenever possible.

Second, to assist each graduate to secure the kind of position for which he is best fitted by education, training, and personality. To do this to the best advantage a personal acquaintance is necessary; to this end the students are urged to call at the office of the Appointment Secretary throughout their entire course—not waiting until their final term.

There is no expense to students or to school officials for this service.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Applications

Applicants for admission must be at least sixteen years of age, of good personality, and of sound moral character.

In order to insure admission, applications, accompanied by the proper credentials, should be in the hands of the Secretary of the Faculty at least one week before the first date fixed for registration at the opening of each school term.

Upon request, application blanks for the use of high school graduates will be sent to high school principals or individual applicants.

Health

According to a regulation of the Board of Trustees, each applicant must furnish evidence of being strong physically, and free from chronic defects that would prevent successful work in the school or would militate against his or her fitness as a teacher of children. Before admission is complete, therefore, each student is subject to a health examination by an instructor in physical training. Those in whom this examination reveals defects that appear likely to unfit them for successful work, either as students or as teachers, will be required to obtain from a licensed physician, on blanks furnished by the school, certificates showing health to be in satisfactory condition; and in the event of inability to secure these will be asked to withdraw.

Declaration of Purpose

On entering the school students are required to make and sign the following declaration:

I hereby declare that my purpose in entering the school is to fit myself for teaching, and that I intend to teach in the public schools of this State, or of the state or territory wherein I reside.

Scholastic Requirements

I. The minimum requirement for admission to any course is graduation from a high school offering four years of work in advance of the eighth grade, including at least 6 units of English and 3 units of American History and Civics. At least 36 units of this work must be recommended. (After July 1, 1915, 45 units of recommended work will be required).

For statement of additional requirements for admission to

The General Department, see page 25.

The Department of Arts, see page 42.

The Department of Home Economics, see page 45.

The Kindergarten Department, see page 49.

The Department of Manual Arts, see page 51.

The Department of Music, see page 55.

II. Admission is granted to candidates who are able to show by acceptable credentials from private secondary schools or high schools of other states qualifications fully equivalent to the stated requirements.

III. Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses. Such students will, before graduation, be required to

make good any deficiency in their preliminary training whose existence their work in this school may reveal.

IV. Any teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

Credits obtained in the State normal schools of California or other states are honored for the work represented by them.

Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Professional Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.

Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to individual courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Professional Course.

In general, the Training Department of the school furnishes opportunity of teaching to candidates for graduation only. Until otherwise provided, however, facilities will be afforded by the school for the practice teaching prescribed by the State Board of Education, as a prerequisite for the state high school certificate as set forth in Circular 4 of the Superintendent of Public Instruction.

General Information Relative to Admission and Classification

1. A payment of \$2.00 will be required of any student who fails to register at the beginning of any term on the days designated in the calendar. After the opening week no student will be registered whose delay is not occasioned by reasons approved by the President. In case, therefore, any student is prevented by illness or other emergency from appearing at the required time, he should, *in every case*, write the President, giving the cause of detention and mentioning the day of his expected arrival.

2. Entrance conditions in required subjects or in the number of *recommended* units may be removed by the passing of examinations required for admission to the State University, or by work done under circumstances approved by the President.

3. All entrance conditions, of any kind, must be removed before a student can be admitted to the Senior B class.

4. The standing of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

5. On graduation, students will not be recommended for advanced standing in institutions to which their entrance credentials would not have secured their admission.

6. To insure freedom from entrance conditions, students who expect to enter the General Course should, in their high school courses, pursue the subjects named in Scholastic Requirements for Admission, pages 14 and 25.

Those who expect to fit themselves for high school teaching should, in addition, take in the high school four years of foreign language or languages, ancient or modern.

7. The number of terms indicated as necessary to complete the courses of study of the school is that required, *if the student has been admitted without condition and neither falls behind nor gains time in his course.* For various reasons some students require more than schedule time to meet satisfactorily all requirements. Unless admitted with some advanced credits, it is seldom possible for students to complete the course in less than the prescribed time.

8. Advanced standing is not given upon credits received in four-year high school courses, but subject to the regulations concerning substitutions, students may substitute certain high school credits for prescribed normal school work and elect other subjects in its place.

9. Students are admitted to the General Course, for either full or partial work, at the opening of any term, without disadvantage in classification. But since the course of study is regularly completed in two years, and the demand for teachers is greatest in September, *it is better to enter for the full course at the opening of the first (fall) term* if employment in the public schools immediately after graduation is desired. Students are admitted to the other courses at the beginning of the school year only unless they present credits covering the work of that portion of the course preceding the date of admission.

10. On account of the very great importance in teaching, of clear and correct expression, both oral and written, students who are not able to meet reasonable expectations in this respect will be assigned to special classes in English composition for the purpose of removing the deficiency.

11. Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

Students' Programs.

The regular term program of students consists of 18 units of work per week. No student's program for any term shall exceed 20 units without the approval of a committee consisting of the President, the student's group teacher, and a representative of the department in which his major is taken.

GRADUATION

A student who has reached eighteen years of age and has been in attendance not less than one school year (except as noted in IV above) is entitled to a diploma when he has met the requirements of the course he is pursuing as to units of credit and standards of proficiency.

(A unit of credit in the Normal School represents one recitation per week for thirteen weeks.)

The minimum requirement for graduation from any course is 108 units.

OUTLINE OF COURSES

I. GENERAL DEPARTMENT

General Course for the Training of Elementary Teachers :

a. Professional Courses, 38 units required.

Psychology I -----	5 hours	5 units
Psychology II -----	5 hours	5 units
Education I -----	5 hours	5 units
Education II, <i>or</i>		
Education III, <i>or</i>		
Education IV -----	5 hours	5 units
Education V -----	1 hour	1 unit
Observation I, II -----	2 hours	2 units
Practice Teaching I, II, III -----	15 hours	15 units

b. Basal Courses,* 35 units required.

Art -----	5 hours	3 units
English I -----	5 hours	5 units
English II -----	5 hours	5 units
Geography I -----	5 hours	5 units
Handwork I -----	5 hours	3 units
History I -----	5 hours	5 units
Mathematics I -----	5 hours	5 units
Music I -----	5 hours	3 units
Physical Education I -----	5 hours	3 units
Physiology -----	5 hours	5 units
Reading I -----	5 hours	5 units
Science III -----	5 hours	5 units
Sewing I -----	5 hours	3 units

If more than 73 units be chosen from above courses, the additional units will be credited as electives.

c. Electives, 35 units required.

To be made up of courses not included in above requirements. These courses may be chosen from any of the several departments, provided all prerequisites are satisfied. These courses must be chosen in accordance with the following plan:

Major: 20 units chosen from one department or closely related departments.

(A student whose high school course has included four years of language, and who is recommended in at least 45 units of high school work, may take his major work in modern languages to the extent of 25 units.)

Minor: 15 units chosen so that no work from a department in which the student is taking his major shall be included.

*Since "the State Normal Schools have for their object the education of teachers for the public schools of the State," every student, before graduation, will be required to furnish evidence, by credentials, tests, or completion of appropriate courses, of adequate preparation for giving instruction in the subjects required by law to be taught in the elementary schools.

Evidence of satisfactory fulfillment of the requirements in English language and composition may be furnished either by examination or by satisfactory class work in English I. At the beginning of each term an examination, open to any student who has not failed in a previous test, will be given. Students not admitted with advanced standing should complete this subject during their junior year, and those of senior standing on admission should complete it during their first term.

II. DEPARTMENT OF ART

Course in Art for the Training of Departmental Teachers and Supervisors.

a. Required professional work-----	36 hours	36 units
b. Required departmental work-----	107 hours	60 units
c. Supplemental work -----	18 hours	12 units

Total -----	161	108
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art Appreciation and History I -----	1	1	Psychology II -----	5	5
Criticism I -----	1	0	Art Appreciation and History IV -----	1	1
Drawing and Painting I -----	5	3	Criticism V -----	1	0
Composition and Design I -----	5	3	Drawing and Painting IV -----	5	3
Perspective -----	2	1	Costume Design -----	4	2
Outdoor Sketching I -----	4	2	Methods II -----	1	1
Mechanical Drawing -----	5	3	Teaching I -----	5	5
Supplemental -----	5	5	Supplemental -----	5	3
			Conference I -----	1	0
Total -----	28	18	Total -----	28	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I -----	5	5	Education I -----	5	5
Art Appreciation and History II -----	1	1	Art Appreciation and History V -----	1	1
Criticism II -----	1	0	Criticism -----	1	0
Drawing and Painting II -----	5	3	Drawing and Painting V -----	4	2
Composition and Design -----	5	3	Art Crafts II -----	5	3
Supplemental -----	4	2	Interior Decoration I -----	4	2
Mechanical Drawing II -----	5	3	Teaching II -----	5	5
			Methods III -----	2	2
Total -----	26	17	Conference II -----	1	0
			Total -----	28	20
<i>Third Term</i>			<i>Third Term</i>		
Art Appreciation and History III -----	1	1	Teaching III -----	5	5
Criticism III -----	1	0	Art Appreciation and History VI -----	1	1
Drawing and Painting III -----	5	3	Criticism VI -----	1	0
Composition and Design III -----	5	3	Drawing and Painting VI -----	5	3
Outdoor Sketching II -----	4	2	Outdoor Sketching III -----	4	2
Art Crafts I -----	5	3	Illustration -----	5	3
Observation and Methods I -----	1	1	Interior Decoration II -----	4	2
Supplemental -----	4	2	Methods IV -----	2	2
			Conference III -----	1	0
Total -----	26	15	Total -----	28	18

III. DEPARTMENT OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers and Supervisors.

a. Required professional work-----	33 hours	33 units
b. Required departmental work-----	102-104 hours	63 units
c. Supplemental work -----	17-19 hours	12 units

Total -----	152-154	108
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A. For Elementary Diploma. Two-Year Course.

FOR HIGH SCHOOL GRADUATES

FIRST YEAR

SECOND YEAR

	Hours	Units			Units
<i>First Term</i>			<i>First Term</i>		
Psychology I -----	5	5	Education I -----	5	5
Cookery I -----	5	3	Teaching and Observation I..	4	4
Sewing I -----	5	3	Cookery IV -----	6	3
Art I -----	5	3	Millinery I -----	4	2
Textiles -----	5	4	Home Economics Education..	4	4
Total -----	25	18	Total -----	23	18
<i>Second Term</i>			<i>Second Term</i>		
Cookery II -----	5	3	Teaching and Observation II..	6	6
Sewing II -----	5	3	Cookery V -----	4	2
Art II -----	5	3	Dressmaking I -----	6	3
Food Production and Manu- facture -----	2	2	Supplemental -----	7-9	7
Home Management -----	2	2			
Supplemental -----	5	5			
Total -----	24	18	Total -----	23-25	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II -----	5	5	Teaching and Observation III..	4	4
Cookery III -----	5	3	Dietetics I -----	4	3
Sewing III -----	5	3	House Furnishing and Deco- ration -----	4	2
Food Chemistry I -----	6	3	History of Home Economics..	2	
Costume Design -----	4	2	Bacteriology -----	4	2
Nursing -----	2	2	Supplemental -----	5	
Total -----	27	18	Total -----	23	18

B. For Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR ELEMENTARY COURSE OR ITS EQUIVALENT

	Hours	Units		Hours	Units
<i>First Term</i>			<i>Second Term</i>		
Teaching I	2	2	Teaching II	4	4
Dressmaking II	6	3	Sociology	5	5
Cookery VI	6	3	Nursing	3	2
Chemistry II	6	3	Millinery II	6	3
History of Costume	3	2	Cookery VII	6	3
Hygiene and Sanitation	4	2	Bacteriology	4	2
Total	27	17	Total	28	19

	Hours	Units
<i>Third Term</i>		
Teaching III	4	4
Chemistry III	6	3
Dietetics II	6	3
Interior Decoration	3	2
Laundry	2	2
House Plans	4	2
Total	25	18

IV. KINDERGARTEN DEPARTMENT

Course for the Training of Kindergarten Teachers.

- a. Required professional work..... 41 hours 40 units
 b. Required departmental work..... 62 hours 48 units
 c. Supplemental work 22 hours 20 units

Total 125 108

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	3	3
Art I	5	3	Teaching I	10	10
Theory I	2	2	Program I	3	3
Games I	2	1	Hygiene	2	2
Handwork I K	5	3	Departmental Elective	2	2
Story Work I	2	2			
Piano	2	1			
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education III	5	5
Music I K	5	3	Teaching II	5	5
Theory II	2	2	Program II	3	3
Games II	2	1	Theory IV	2	2
Handwork II K	5	3	Games IV	2	1
Story Work II	2	2	Supplemental	2	2
Observation K	2	1			
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Education V	1	1
Theory III	2	2	Teaching III	5	5
Games III	2	1	Program III	3	3
Handwork III K	5	3	Theory V	2	2
Story Work III	2	2	Handwork IV K	3	2
Supplemental	5	5	Supplemental	5	5

V. DEPARTMENT OF MANUAL ARTS.

Courses in Manual Arts for the Training of Departmental Teachers and Supervisors.

A. For Elementary Diploma. Two-Year Course.

Required professional work-----	32 hours	32 units
Required departmental work-----	97 hours	59 units
Supplemental work-----	25 hours	17 units

Total -----	154	103
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art I -----	5	3	Psychology II -----	5	5
Science I -----	5	5	Drawing -----	5	3
Wood Shop I -----	5	3	Teaching I -----	5	5
Handwork I or Bookbinding--	5	3	½ Wood Shop IV, or Hand-	5	3
Mechanical Drawing II-----	5	3	work III -----		
			Leather I -----	5	3
Total -----	25	17	Total -----	25	19
<i>Second Term</i>			<i>Second Term</i>		
Art II -----	5	3	Education I -----	5	5
Mechanical Drawing II-----	5	3	Teaching II -----	5	5
Wood Shop II-----	10	6	Wood Shop V, or Clay II, or	10	6
Clay I -----	5	3	Textiles II -----		
Industrial Materials -----	2	2	Metal Craft I-----	5	3
Total -----	27	17	Total -----	25	19
<i>Third Term</i>			<i>Third Term</i>		
Psychology I -----	5	5	Teaching III -----	5	5
Education IV -----	2	2	Organization of Courses-----	5	3
Applied Design -----	5	3	Wood Shop V, or Metal	10	6
Mechanical Drawing III or	5	3	Crafts II, or Leather II-----		
Elective -----			Textiles I, or Elective-----	5	3
Wood Shop III or Handwork	10	6			
II and Textiles I-----					
Total -----	27	19	Total -----	25	17

B. For Secondary Diploma. Three-Year Shop Course.

Required professional work----- 53 hours 53 units
 Required departmental work----- 147 hours 89 units
 Supplemental work----- 26-30 hours 20 units

Totals----- 226-230 162

FIRST YEAR				SECOND YEAR				THIRD YEAR			
	Hours	Units		Hours	Units		Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5	Teaching IV	5	5		5	5
Science I	5	5	Teaching I	5	5	Architectural Drawing I, or Machine Drawing I	10	6		10	6
Mechanical Drawing I	5	3	Wood Shop IV, or Metal Shop III	5	3	Shop Elective	5	3		10	6
Wood Shop I	5	3	Elective								
Handwork I, or Bookbinding	5	3									
Total	25	17	Total	25	19	Total	25	19		25	17
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5	Teaching V	5	5		5	5
Mechanical Drawing II	5	3	Teaching II	5	5	Architectural Drawing II, or Machine Drawing II	10	6		10	6
Wood Shop II	10	6	Wood Shop V, or Metal Shop IV	10	6	Shop Elective	5	3		10	6
Clay I, or Metal Shop I	5	3	Metal Craft I	5	3						
Industrial Materials	2	2									
Total	27	17	Total	27	17	Total	25	19		25	17
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5	Education II	5	5		5	5
Art III	5	3	Organization of Courses	5	3	Education IX	5	3		1	1
Mechanical Drawing III	5	3	Wood Shop VI, or Metal Shop V	10	6	Teaching VI	5	5		5	5
Wood Shop III, or Metal Shop II	10	6	Elective	5	3	Shop Elective	10	6		10	6
Education IV	2	2				Elective	5	3		5	3
Total	27	19	Total	27	19	Total	25	17		26	20

C. For Secondary Diploma. Three-Year Craft Course.

Required professional work	53 hours	53 units
Required departmental work	137 hours	83 units
Supplemental work	34-40 hours	26 units

Totals ----- 224-230 162

FIRST YEAR			SECOND YEAR			THIRD YEAR		
	Hours	Units		Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5	Teaching IV	5	5
Science I	5	5	Teaching I	5	5	Architectural Drawing IV	10	6
Mechanical Drawing I	5	3	Drawing	5	3	Shop Elective	10	6
Wood Shop I	5	3	Leather I	5	3	Art Appreciation I	1	1
Handwork I	5	3	Bookbinding I	5	3			
Total	25	17	Total	25	19	Total	26	18
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5	Teaching V	5	5
Mechanical Drawing II	5	3	Teaching II	5	5	Shop Elective	10	6
Wood Shop II	10	6	Leather II	10	6	Elective	10	6
Clay I	5	3	Metal Craft I	5	3	Art Appreciation	1	1
Industrial Materials	2	2						
Total	27	17	Total	25	19	Total	26	18
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5	Teaching VI	5	5
Applied Design	5	3	Organization of Courses	5	3	Education II	5	5
Education IV	2	2	Metal Craft II	10	6	Shop Elective	10	6
Clay II	10	10	Textiles I	5	3	Art Appreciation	1	1
Mechanical Drawing III	5	3				Education IX	1	1
Total	27	19	Total	25	17	Total	22	18

VI. DEPARTMENT OF MUSIC

Course in Music for the Training of Departmental Teachers and Supervisors.

a. Required professional work.....	40 hours	35 units
b. Required departmental work.....	64 hours	55 units
c. Supplemental work	18 hours	18 units

Total	122	108
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Harmony I	5	5	Psychology II	5	5
History of Music I	2	2	Teaching I	5	5
Ear Training I	2	2	Method I	3	2
Supplemental	10	10	Chorus Conducting I	2	2
			Study of Songs I	2	2
Total	19	19	Total	17	16
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education I	5	5
Harmony II	5	5	Teaching II	5	5
History of Music II	2	2	Method II	3	2
Ear Training II	2	2	Chorus Conducting II	2	2
Melody Writing I	1	1	Study of Songs II	2	2
Music Appreciation I	5	3	Supplemental	1	1
Total	20	18	Total	18	17
<i>Third Term</i>			<i>Third Term</i>		
Harmony III	5	5	Teaching III	5	5
History of Music III	2	2	Method III	2	0
Music Appreciation II	3	3	Study of Songs III	2	0
Ear Training III	4	2	Chorus Conducting III	2	1
Melody Writing II	2	2	Supplemental	5	5
Supplemental	2	2			
Observation I	2	1			
Total	20	17	Total	16	11
Junior Year Voice	6	4	Senior Year Voice	6	6

COURSES OF STUDY

I. GENERAL DEPARTMENT

Requirements for Admission

In addition to the minimum requirement for admission to any course, as explained on page 14, candidates for admission to the General Course must present credentials showing credit in 3 units of Biological Science and 3 units of Algebra or Geometry. The list of high school credits presented shall include only such as are accepted by the State University.

EXPLANATION OF THE COURSES

ART

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, subordination, opposition and transition, through simple exercises in line, notan and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Landscape composition. Color scales and schemes.

Five hours. Three units.

Art II

Art appreciation. Principles and elements of art. Lettering. Still-life. Drawing and painting from birds and animals. Bird and animal compositions. Color harmony. Wood-block printing. Methods of teaching art.

Five hours. Three units.

Art III

Art appreciation. Principles and elements of art. Adaptation of design to material, as designs for clay, metal, and weaving. Color harmony. Figure sketching and composition. Out-door sketching.

Five hours. Three units.

For additional courses in Art, see pages 43, 44.

ENGLISH

English I: Grammar and Composition

A course dealing with the fundamentals of correct written expression, from the constructive point of view. The grammatical principles essential to a proper use of the language are studied. Clear organization of thought and correct technical form in written discourse are given particular attention. Daily practice in the making of outlines and briefs, in letter writing and in other practical forms of written composition is provided.

Five hours. Five units.

English II: Literature in the Elementary School

Nature and function of literature; its educational values. Types of literature adapted to grade work; the story, and its uses in education. Story-telling; dramatization; the elementary literature course. Peda-

gogical principles involved in the teaching of literature. Open to students who have attained Junior A standing.

Five hours. Five units.

English III: Oral English

Principles of spoken discourse; relation of oral to written composition. Daily practice in oral expression; informal and extemporaneous discussion of current topics. Debates and parliamentary drill. Adaptation and presentation of stories suited to the elementary grades.

Five hours. Three units.

English IV: Advanced English Grammar

Structure and logic of the sentence. Parts of speech, and their functions. English inflection, historic and current. Grammatical analysis. Grammatical foundation for elementary language teaching.

Five hours. Five units.

English V: Advanced Composition

Practical constructive work in the various literary forms, particularly those of the greatest utility to the grade teacher. The writing of the short story. Planning, outlining, and writing themes in exposition and description. Self-cultivation in English.

Three hours. Three units.

English VI: History of English Literature

Outline sketch of the historic development of literature in English, with illustrative readings and study in the successive periods.

Five hours. Five units.

English VII: The Shakespearian Drama

A reading of a number of Shakespeare's plays, and a careful study of two or more. Elements of dramatic technique. Sketch of the English drama before Shakespeare.

Five hours. Five units.

English VIII: Victorian Poetry

An interpretative study of typical selections from the poetry of Wordsworth, Tennyson, Browning, and other poets of the period. Appreciation, rather than formal analysis and criticism.

Five hours. Five units.

English IX: Nineteenth Century Prose

Careful reading of several essays chosen from Carlyle, Arnold, Froude, Pater, Newman, or other representative essayists, for interpretation of thought and appreciation of literary qualities.

Five hours. Five units.

English X: Elementary Language Teaching

A study of the problems and principles of teaching constructive English in the grades. Particular attention is given to the use of the State Text Books in English, open to students who have attained Junior A standing.

Three hours. Three units.

GEOGRAPHY

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Elementary Physiography

This course is for students not offering entrance recommendations in physical geography. Considerable time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Five hours. Five units.

Geography II: World Geography

This course presents some of the most important geographical facts and conditions of the leading countries of the world. Reference is made to the relationship between vital current events and geographic environment. The following areas are studied: the United States, the British Isles, France, Germany, Russia, Italy, Austria-Hungary, India, China, Japan, Africa, Australia and South America. The State Series of geographies and methods of using them.

Prerequisite, Geography I or equivalent.

Five hours. Five units.

Geography III: General Geography

This course consists of an intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, soil and climate upon industrial and social development is carefully worked out.

Prerequisite, Geography I or equivalent.

Spring term. Five hours. Five units.

Geography IV: General Geography

The study of Europe, following the above plan.

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography V: General Geography

The study of Asia, following the above plan.

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography VI: General Geography

The study of South America, following the above plan.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography VII: General Geography

The study of Africa and Australasia, following the above plan.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography VIII: Economic Geography

In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend "the factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Prerequisite, same as for Geography III.

Fall term. Five hours. Five units.

Geography IX: Advanced Physiography

This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Prerequisite, same as for Geography III.

Winter term. Five hours. Five units.

Geography X: Geography of the Pacific Coast

In this course a somewhat detailed study of position, coast line, surface, drainage, climate and natural resources is made. This is followed by a consideration of the influence of physical environment upon human conditions. Spanish influence in the early history of California, the western trails, mining, the petroleum industry, lumbering, agriculture, the development of manufacturing, the building of roads, the improvement of harbors; the influence of the Panama canal and the growth and character of the population are topics which are given particular attention.

Prerequisite, same as for Geography III.

Spring term. Five hours. Five units.

Geography XI: Special Method in Geography

In this course the fundamental purpose of geography as an instrument of education, its place in the course of study and its relation to other subjects in the curriculum are discussed. The principles of geography as applied to the actual observation of lessons in the Training School and to printed courses of study are considered. The course of study as followed in the Training School is taken up grade by grade. The most prominent elementary geographies, and especially the State

Series, are critically examined. The value, selection and use of maps, globes, models, charts, diagrams and pictures receive attention. A selected bibliography for the use of the teacher is worked out.

Prerequisite, Geography I and III.

Spring term. Five hours. Five units.

HISTORY

History I

This course is a review of the important phases of American History, with organization of some of the materials suitable for the seventh and eighth grades. Emphasis is placed upon the value of practical application of material, as well as upon the aims, methods and problems of the grammar grade teacher. Use of the State Series of histories.

Five hours. Five units.

History II: Primary History Methods and Materials

This course is intended to give the student an insight into the possibilities of history teaching in the elementary grades. The development of the child regulates the choice of material to be offered, and the demand that may be made in return.

Winter and Spring terms. Five hours. Five units.

History III

Course includes a brief study of the principles of government—national, state and local. The work is made as practical as possible by the investigation and application of current problems.

Prerequisite, High School United States History and Civics or its equivalent.

Fall term. Five hours. Five units.

History IV: Economic and Industrial History of the United States

This is an elective course open to the students having had High School United States History or its equivalent.

Winter term. Five hours. Five units.

History V: Pacific Coast History

In this course, so far as possible, source material is used. The work consists of the history of California, the acquisition, settlement and organization of Alaska, the Oregon territory and Utah, along with problems of current interest to citizens of the Pacific coast states.

Prerequisite, History I or II or an equivalent.

Spring term. Five hours. Five units.

History VI

This course includes a survey of the institutions and conditions of Medieval Europe. It is of value to the student as a means of understanding many institutions of our own time. May not be offered during 1914-'15.

Fall term. Five hours. Five units.

History VII

This is a study of English History in which especial emphasis is laid upon nineteenth and early twentieth century England.

Prerequisite, History VI.

Winter term. Five hours. Five units.

HOME ECONOMICS

In the course in cookery theory and practice are carried along in parallel lines, the aim being to make the knowledge gained broader than that given by the mere preparation of dishes from recipes. The food principles, their value in the economy of the body, and the chemistry of food and of cooking are considered. The student is led to see why certain methods of cooking, under certain conditions, are better than others. The practice of economy in the preparation of food is emphasized.

In the course in sewing practical rather than ornamental phases of the work are given special attention. The simple stitches, when mastered, are elaborated into the seams and combinations used in garment making.

Cookery I

Five hours. Three units.

Sewing I

Five hours. Three units.

For description of these and other courses in Home Economics open to election by students of the General Course, see pages 45-48.

LIBRARY METHODS

This course is intended as an introduction to the use of books and the library, also to the organization and management of school libraries. The course deals with two phases of the subject:

(a) Use of the Library—The book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

(b) Library Management—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Three periods or more a week for a term of twelve weeks is assigned each pupil. One period each week is given to lecture work and the other periods are devoted to practice work in the library, under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to select, accession, classify, shelf-list and catalog a small collection of books before the term closes. An extensive bibliography is also required. This is, in a measure, review work covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed.

Three hours. Two units.

Five hours. Three units.

MANUAL ARTS

General Course students may elect any Manual Arts courses for which they have the requisite preparation.

For description of courses see pages 52-54.

Students wishing to take their major in Elementary Manual Arts are advised to select from the following group: Handwork I, II, III; Clay I, Bookbinding, Textiles, Wood Shop I, Sewing, and Cookery I.

MATHEMATICS

Mathematics I

A review of the entire subject, including the development of number, its practical applications, and its pedagogy. Special emphasis is placed upon local arithmetic as illustrated in the banks, factories, offices, etc. of the city. Original problems and graphs based upon observed data.

Five hours. Five units.

Mathematics II: Primary Arithmetic

A practical study of subject matter and methods of instruction appropriate to the lower grades of the elementary school. The course is designed particularly for those who intend to specialize in primary teaching.

Five hours. Five units.

Mathematics III: Business Arithmetic

A more detailed study of the subject in its application to business of all kinds. The course is intended for those who expect to specialize as teachers of arithmetic in higher grammar grades or in the intermediate school. Prerequisite, Mathematics I.

Five hours. Five units.

Mathematics IV: Elementary Algebra

Open to the same class of students as Mathematics III.

Five hours. Five units.

Mathematics V: Elementary Geometry

Open to the same class of students as Mathematics III.

Five hours. Five units.

Mathematics VI: Bookkeeping

The purpose of this course is to furnish the student sufficient knowledge of the subject to meet the requirements of grammar schools. It is intended to enable teachers to impart to their pupils valuable knowledge of business and accounts—knowledge which the pupil should gain while in school and which he can acquire after he has discontinued school only at great expense and disadvantage.

The work offered will include "single ledger" direct entry method, the cash account, bank account, account with persons, ranches, etc.; statements of resources and liabilities according to the single entry plan. Many of the transactions of everyday life are taken up, discussed, and entered in proper form in books of account.

Five hours. Five units.

MODERN LANGUAGES

Two years' courses in beginning French and German are offered. Students who have had four years of foreign languages, ancient or modern, and who are fully recommended in their high school subjects, may take their major work in modern languages to the extent of 25 units. Those who expect to enter college should take the full two years' course in French or German, in order to meet the college requirement

of six years of languages; one year's work in a language will not be accepted in college. Both the French and German courses must be begun in the Fall term.

French I

Beginning, or first year French. This course includes grammar, reading, composition, daily conversation, songs, study of various phases of French life, as the geography and history of the nation, government, schools, social customs, etc.

Fall term. Five hours. Five units.

French II

Continuation of preceding course.

Winter term. Five hours. Five units.

French III

Continuation of preceding course.

Spring term. Four hours. Four units.

French IV

Second year French. This course includes advanced grammar, reading, and composition, study of literary style of various authors, sight translation, current events in French, daily conversation, articles from French magazines, art, music, places of interest, etc.

Fall term. Three hours. Three units.

French V

Continuation of preceding course.

Winter term. Four hours. Four units.

French VI

Continuation of preceding course.

Spring term. Five hours. Five units.

German I

Beginning or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation, songs, games, and poetry, study of the geography, history and government of Germany, schools, social customs, traveling, places of interest, etc.

Fall term. Five hours. Five units.

German II

Continuation of preceding course.

Winter term. Five hours. Five units.

German III

Continuation of preceding course.

Spring term. Three hours. Three units.

German IV

Second year German. This course includes advanced reading, grammar, composition, daily conversation, current events in German, magazine articles, study of literary style of various authors, drama, art, music, poetry, ancient mythology, famous operas by German composers, sight translation, Sprachgefühl, etc.

Fall term. Four hours. Four units.

German V

Continuation of preceding course.

Winter term. Three hours. Three units.

German VI

Continuation of preceding course.

Spring term. Five hours. Five units.

MUSIC

The work in music done in the Training School and that done in the Normal course are so closely identified that constant reference to the procedure in the Training School is necessary for an understanding of the spirit and method of the instruction given to the students.

In the belief that music, to be an element of real value in the elementary school, must be dealt with more and more from the art side, this department aims to give the students from the beginning *song life*—as expressed in tone exercises, rhythms, or song stories.

The paramount aim in training children's voices is to keep them alive with interest, and make them able to express the various moods suggested by the songs. The unconscious, light tone, which naturally belongs to the child, must always be preserved. Care of the children's voices must result in care of the teacher's voice, the use of the voice in frequent example for the children making it more tuneful, rhythmic, and sympathetic.

Though the science side of music is not necessarily neglected, it is maintained that this is not the essential in any special grade, but must be subordinate to the art side.

The grade that is ready to do formal sight reading is any grade where the tone is light, true, and musical, where the interpretative instinct of the children has been aroused, and where the teacher is strong enough to keep these voice and heart qualities in the study of staff notation.

Each new difficulty—time, tune, chromatic, major or minor—is presented to the children through ear, voice, and eye; first, the teacher sings to some syllable (*e. g., loo or la*), the new idea, the children listening and then telling how it sounds; second, the children sing the exercise; third, the children see the representation on chart or blackboard.

This plan demands of the student-teacher attention to tone quality, pitch, tone relationship, rhythm, and mood of song or exercise. Not least of its merits, it insures the discipline of *good listening*, listening that encourages, while it detects the points of criticism, positive or negative.

Though the carrying out of this purpose calls for more musical strength than the average student gains in the short course now planned, we feel confident that the work is set in the right direction and that growth must come.

The daily twenty-minute chorus practice gives to the students an opportunity for growth in musical life. There is for them a brief daily association with good music handled as broadly as the conditions permit.

Music I: Elementary

Sight singing and dictation. Study of songs and song materials. Outline of Music in Elementary Schools.

Five hours. Five units.

Music II: Theory

Construction of scales and chords. Terminology. Method of sight singing and dictation.

Five hours. Five units.

Music III: Songs and Song Material

Three hours. Two units.

Music IV: Chorus Conducting *Two hours. Two units.*

Music V: Music Appreciation I *Five hours. Three units.*

For description of this course see page 55.

Music VI: Music Appreciation II *Three hours. Three units.*

See page 56.

Music VII. Four units selected from Department of Music.

Prerequisite, Music I, II, III, IV, and V.

Students who take their major work in music must first meet the requirements for admission to the Department of Music.

— PENMANSHIP

The object of the course is to develop enough skill in the application of foundation principles to enable the student to continue intelligently until a good handwriting is acquired. Neatness, rapidity, and uniformity are required, the work being regarded as a manual art rather than as a fine art. The course consists of graded drills for the development of muscular movement, lines of good quality and proper slant. Particular attention is given to spacing and to the general appearance of the written page.

Two hours. One unit.

PHYSICAL EDUCATION

Physical Education I

A practical course to meet the needs of the elementary schools.

Simple Swedish gymnastics with the principles underlying such work, tactics, methods of class arrangement and presentation of games and folk dancing for all grades.

Floor talks on personal hygiene, with special emphasis on the development of good posture and assisting the fundamental functions of the body.

Five hours. Three units.

Physical Education II

Advanced Swedish gymnastics. Apparatus work and games.

Prerequisite, Course I.

Five hours. Three units.

Physical Education III

Progressive plays, games and elementary folk dancing. Practice teaching.

Three hours. Two units.

Physical Education IV

Athletics and field sports for the playground.

Prerequisite, Course III.

Two hours. One unit.

Physical Education V

Exercises with light apparatus, such as dumb-bells, bar-bells, balls and Indian clubs. Games and rhythms.

Three hours. Two units.

Physical Education VI

Theory and practice of playground activities. Organization, equipment, supervision. Personal study of various phases of the work and working out of problems.

Five hours. Three units.

Physical Education VII

Folk dancing. A graded course in folk and national dances for the development of rhythm, self expression and the joy of the movement.

Two hours. One unit.

The work offered in Physical Education does not prepare students to become special teachers of physical education or directors of playgrounds, but it is possible for many students so to plan their course as to secure considerable preparation for such work. The general course is rich in material and methods for such purpose. This is especially true of Physical Education I, III, IV and VI, and the courses in Kindergarten Training, Manual Arts, Music, Art, and Child Study (Psychology II). In the Child Study course there is opportunity for those who so desire, to make a special study of children's plays and the playground movement.

Course VI in physical education is especially arranged to assist those who may desire summer work on the playgrounds.

Free and unrestricted action of the body is essential to good mental and physical development; our young women, therefore, are urged to wear hygienic clothing at all times. In the gymnasium all students are required to wear gymnasium suits and shoes.

PRACTICE TEACHING

Observation I

This course is especially preparatory to the first teaching practice. It furnishes an opportunity for acquaintanceship between members of the supervisory force of the department and students, so that the latter may be advantageously assigned to their practice teaching. It furnishes an opportunity for students to become acquainted with the training school and with some of its special problems. For the greater part of each term training teachers of the department give observation lessons daily for students ranked Junior A, or higher. Some conference teachers also give such lessons. This course furnishes an opportunity to direct students in their observation, to consider the essential elements in plans for teaching, and to impress ideals of the department.

Observation I is required in the Junior A term, or in the first term for students admitted to Senior standing.

One hour. One unit.

Observation II

In this course some of the vital schoolroom topics, such as discipline, questioning, and self-activity, are discussed in a practical way, the discussion being based upon the teaching experience of the students and upon their observation of lessons taught. An important result to be obtained is to further the personal contact begun in Observation I, so that the final assignment for the students' practice teaching may be as advantageous as possible. Observation II is required of all students in the Senior B term.

One hour. One unit.

Teaching I, II, and III

The center of the distinctly professional training is experience in teaching. Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1913-1914), or as cadet teachers in other Los Angeles city schools. Practice in teaching is usually afforded in a lower (1-3), a middle (4-6), and an upper (7-8) grade, under constant constructive criticism. Student-teachers are urged to be self-critical and are entrusted with classes in order that they may be prepared for teaching by practice under actual schoolroom conditions.

Teaching I, II, and III are required Senior courses, each a five-hour, five-unit course.

Teaching IV

Students who wish additional practice in general teaching or who wish to specialize in teaching, either in a certain subject or in a certain grade or group of grades, may elect Teaching IV, provided there is opportunity to furnish the practice. The privilege of electing Teaching IV must always be obtained at the office of the Supervisor of Practice Teaching before the work is undertaken.

Usually there is opportunity for a limited number to obtain credit in Teaching IV in special kinds of work in Los Angeles, such as in evening schools, in continuation school work, in playground work, in gardening, at the Children's Hospital, etc.

Teaching IV is elective; number of hours and amount of credits arranged with individual student.

NOTE.—At least one half of all teaching credits obtained (teaching not accredited on credentials), must be of "recommended" grade.

PSYCHOLOGY AND EDUCATION

Since the recognized function of the Normal School is the professional training of teachers, there are included among the subjects required of all students such courses in psychology and education as are deemed indispensable. All students are required to take the courses known as Psychology I, Psychology II, and Education I. In addition to these the student taking the General Course is required to take either Education II, III, or IV.

The order in which the required courses are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it. Thus physiology, which precedes Psychology I, gives the student a basis for the appreciation of the biological viewpoint which dominates all the work in psychology and education, and, by placing special emphasis upon the development and function of the nervous system, is distinctly preparatory to Psychology I. Psychology I should usually be taken either in the second or third term of the Junior year, Psychology II in the first term of the Senior year, Education I in the second term of the Senior year and the alternative and elective courses whenever the student has had the necessary prerequisites.

In all the courses offered by the department it is the constant purpose to articulate the study of psychology and education with life in general and with the student's work in teaching.

PSYCHOLOGY.**Psychology I: Educational Psychology**

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind and the effects of environment upon mental development are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Prerequisite, Science I or its equivalent.

Five hours. Five units.

Psychology II: Child Psychology

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and, above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Prerequisite, Psychology I, or its equivalent, and senior standing.

Five hours. Five units.

Psychology III: Advanced Educational Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology

This course is a continuation of Psychology III, and may be elected by students who have had sufficient training in psychological methods to justify specialization in the subject. The work will consist of a study of the literature, the observation of clinical work, and the direct study of individual problems.

Prerequisites, Psychology I and III, or equivalent courses.

Hours and units by individual arrangement.

EDUCATION

Education I: Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on text-books. The work presupposes a knowledge of the established facts of educational psychology and child study, attention being directed to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts, and interests of children; the media of education, and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office.

Prerequisites, Psychology I and II.

Five hours. Five units.

Education II: History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice.

Prerequisite, senior standing.

Five hours. Five units.

Education III: Primary Education

The purpose of the course in primary education is to acquaint the student with the nature and needs of the children in the primary grades. Problems of adjustment to each other of the child and the daily program are discussed. Definite methods of teaching all subjects in the primary grades are formulated. Demonstration lessons are also given with primary children, showing children at work, and the application of the methods formulated. Special attention is given to such subjects as, plans, programs, outlines, seat work, sources of materials, story telling, games, gardening, motivation, handwork and ethics. Special study of the kindergarten and Montessori methods is made from the viewpoint of their contribution to primary education. An effort is made to follow the children in their periods of development through the primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite, senior standing.

Five hours. Five units.

Education IV: Rural Education

The aim of the course is to present the conditions and problems of rural life and rural education, to point out the advantages, disadvantages, and present needs of the rural community, and to familiarize

the student with the industrial, economic, social, and educational interests of the country so that he may understand and appreciate rural life in all its phases.

Considerable attention is given to the organization and management of the rural school, to the means of vitalizing the school work, and to the ways by which the school may be made to meet community needs and solve community problems most effectively.

Prerequisite, senior standing.

Five hours. Five units.

Education V: School Law

In this course practice in the keeping of a school register in a legal way is given each student. Attention is also centered on the provisions of the State Constitution concerning education, and the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

One hour. One unit.

Education VI: School Hygiene

The work of this course consists of lectures and assigned readings, the following being among the chief topics:

Mental hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, nervousness, and neurasthenia.

The hygiene of the learning process in reading, spelling, writing, drawing and other subjects.

The health of the teacher.

The care of the school building.

Prerequisite, Psychology I and II.

Three hours. Two units.

Education VII: Experimental Pedagogy

Students who have a sufficient basis of scholarship and practical experience may elect to take up experimental investigation of teaching problems. The course will require the reading of the literature bearing on the subject investigated, a thesis giving a detailed account of the investigation made, with its relation to other studies in the same field, and an oral examination and defense of the thesis.

Prerequisites, Psychology I and II, and Education I.

Hours and units by individual arrangement.

READING

Reading I

This is the basal course in reading. It deals with the subject matter of reading courses in the elementary schools; methods of presentation; the reading of literature used in the intermediate and grammar grades; the place and use of phonetics and dramatization.

Observation lessons, conferences and criticisms are given in connection with the teaching of reading, literature and phonetics in the Training School.

Five hours. Five units.

Reading II

This course is designed to help the students express appreciation of good literature; to improve the quality of the speaking voice; to establish a natural ease of manner and to cultivate voice projection in speaking and reading; to apply the principles of directness, clearness and force in conducting class work; debate and the presentation of current events.

Five hours. Five units.

Reading III

Advanced work in expression, vocal technique; responsive work in gesture; extemporaneous speaking, story-telling; dramatization and stage business.

Five hours. Five units.

SCIENCE

Science I: Physiology and Hygiene I

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effect of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge of such matters a teacher can not arouse the interest of pupils and help them to form those habits which will insure their usefulness in life.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required in connection with and following the course.

Five hours. Five units.

Science II: Physiology and Hygiene II

A continuation of more advanced studies in Physiology, having especial reference to the hygienic aspects of the science.

Five hours. Five units.

Science III: Nature Study

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with in such a way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim, as a means of developing an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Five hours. Five units.

Science IV: Agriculture I

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and co-ordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the latin house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, and potting and repotting plants.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Five hours. Five units.

Science V: Agriculture II

This course continues the agricultural science of Course IV. It comprises a study of several of the most important farm industries, including dairying, poultry raising, general farming, and orchard practice. Among the topics considered are the feeding and care of animals, the handling of products, the use of the Babcock test, and marketing. The leading farm and orchard crops are also studied, with special attention to cultural methods, cost of production, and marketing. Classroom instruction is supplemented by as large an amount as practicable of experimental work and by numerous observation trips.

Prerequisite, Science IV.

Five hours. Five units.

Science VI: Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Five hours. Five units.

II. DEPARTMENT OF ART

COURSES IN ART FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

Requirements for Admission

In addition to the minimum requirements stated on page 14, applicants for admission to the special art courses are required to submit drawings, including original designs and drawings from objects or nature.

*Art I, II and III or their equivalent are prerequisites for the one-year course for Normal graduates.

Physiology must be included in the supplemental work of the two-year course unless the subject has been pursued in the high school.

With all applications for advanced standing at entrance, the work itself, as well as the credentials upon which the application is based, must be submitted; or, in cases where this is impossible, an examination must be taken.

The purpose of the Art Department is, first, to train the appreciation of the students, and to lead them to express themselves in terms of art; and, second, to prepare them to teach the subject to other in a sequential way.

The instruction begins with the theory of structure in the space-arts, followed by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

The theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. The advanced work includes the planning of equipment and study-courses and teaching, under supervision.

These courses are planned to prepare teachers for departmental teaching of art in the grades, and a diploma for such work will be given to all students who satisfactorily complete the requirements, entitling them to a recommendation for the Special Elementary Certificate in Art.

A diploma for supervisory, high school, and normal school teaching of art will be given in exceptional cases where a student is sufficiently advanced at entrance and shows unusual ability.

To cover the cost of materials used by students, a fee of \$1.50 per term is charged.

EXPLANATION OF THE COURSES.

Art Appreciation and History of Art I, II, III, IV, V, VI.

An appreciative study of architecture, sculpture, painting, and design, and their historical development.

Each course one hour. One unit.

*See page 25.

Composition and Design, I, II, III

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc. Color theory, scales and schemes. *Each course five hours. Three units.*

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in work in studio and in outdoor sketching. *Two hours. One unit.*

Mechanical Drawing

Courses I and II are required of all art students. (See Department of Manual Arts.) *Each course five hours. Three units.*

Outdoor Sketching I, II, III

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Each course four hours. Two units.

Illustration

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Five hours. Three units.

Criticism I, II, III, IV, V, VI

Every week the entire work of each student is put up for comparison and criticism. *Each course one hour. No units.*

Observation and Method I, II, III, IV

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with method and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study. Observation lessons will be given to illustrate certain phases of school work.

Method I and II each one hour. One unit.

Method III and IV each two hours. Two units.

Conference I, II, III

Discussion of children's work and problems arising in teaching, such as use of materials, kind of materials best suited to different problems, and ways of presentation calculated to minimize the need for discipline.

Each course one hour. No units.

Costume Design

Study of the principles and elements of art applied to Costume Design. Sketching from figure. Discussion of colors, lines and materials in relation to the individual student. *Four hours. Two units.*

Interior Decoration I, II

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Each four hours. Two units.

Art Crafts I, II

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving, or embroidery. Fitness of the design to the qualities and limitations of the material in each case a problem for special study. *Each five hours. Three units.*

Drawing and Painting I

Blackboard, brush and ink, and charcoal work, with special attention paid to rapid and accurate expression of form.

Five hours. Three units.

Drawing and Painting III

Water color, still life, figure, and landscape, with reference to such work in the grades.

Five hours. Three units.

Drawing and Painting III

Illustration, using materials and methods used in Training School.

Five hours. Three units.

Drawing and Painting IV

Study of color harmony from Japanese prints, using oil paints as a medium. Still life and flowers in oil.

Five hours. Three units.

Drawing and Painting V

Studies from life and casts in charcoal and wash.

Four hours. Two units.

Drawing and Painting VI

Figure compositions in charcoal, water color, pastel, and other mediums. Studio and outdoor work.

Five hours. Three units.

III. DEPARTMENT OF HOME ECONOMICS

COURSES IN HOME ECONOMICS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

For the Training of Departmental Teachers and Supervisors

Requirements for Admission

a. Two-year Course:

The same as the minimum requirement stated on page 14, except that the credits presented must include Physiology and Chemistry.

b. One-year Course:

Graduation from the two-year course or its equivalent.

A distinctive feature of this department is the close correlation of the special work with the general professional work of the school. Students take at least one third of their work in subjects required for the general diploma. Students who enter with advanced standing or who choose to remain a longer time, may earn the general professional diploma also and be certificated for both Home Economics and general grade work. The advantage afforded by such an arrangement is the possibility for small schools of having their special work done by a trained teacher who is able to combine such work with part time teaching of the regular grade work.

Students of this course are given excellent opportunities for a great variety of practice teaching under actual schoolroom conditions and under close supervision.

EXPLANATION OF THE COURSES

For work in Psychology and Education, reference is made to the descriptions under the General Course. The teaching practice, together with observation and conferences, cover 14 hours and represent 14 units of credit. Each student is assigned to teaching under the direct daily supervision and criticism of teachers of the department and of special teachers in the city schools. They will have work with classes as follows: (*a*) Cooking in the Elementary School, (*b*) Cooking in the Intermediate School, (*c*) Cooking in Special Schools, (*d*) Sewing in the Elementary School, (*e*) Sewing in the Intermediate School, (*f*) Sewing in Special Schools, (*g*) Observation in Teaching of Cooking and Serving in the High School.

Home Economics Education

A study of Domestic Art and Domestic Science with special reference to laboratory equipment, cost, and care; courses of study, adaptation to time, place, and local conditions; application of educational principles and methods to specific problems in grade cooking and serving.

For each of the courses in Sewing and Millinery a charge of \$1.00 and in Cookery, of \$2.00, is made to cover actual cost of materials furnished.

Chemistry I: Food Production and Manufacture

Lectures, reading, excursions to manufacturing establishments and reports on the processes inspected. Studies of availability and cost of foods; adulteration and substitution; pure food regulations.

Prerequisite, General Chemistry.

Two hours. Two units.

Chemistry II: Food Chemistry 1

Lectures, readings, and laboratory exercises. Study and examination of carbohydrates, fats, and proteins. *Four hours. Four units.*

Chemistry III: Food Chemistry 2

Lectures, readings, and laboratory exercises, continued. (For students of the Advanced Course.) *Six hours. Three units.*

Chemistry IV: Household Chemistry

Study of water, fuels, hydrocarbons, alcohol, acids, soaps, dyes, and cleaning agents used in the household. Lectures, readings, and laboratory exercises. *Six hours. Three units.*

Bacteriology

Lectures and laboratory exercises. (Work to be given by Dr. L. C. Frost.) *Four hours. Three units.*

Hygiene I: Hygiene and Sanitation

Effect of environment upon health; sanitary control of food, air, and water; disposal of garbage and sewage; micro-organisms as cause of disease; prevention and control of communicable disease by isolation, quarantine, disinfection, inoculation and other protective measures. (To be given by Dr. L. M. Powers and assistants.)

Four hours. Four units.

Administration I: Nursing

Elementary home nursing and first aid; domestic emergencies; first aid and simple procedure in home care of the sick. (Work to be given by Miss Watson.)

Two hours. Two units.

Administration II: Domestic Laundering

Discussion, demonstration, laboratory work; principles and processes.

Two hours. Two units.

Administration III: Household management

Reading and discussion. The budget and its apportionment; choice of dwelling; moving and settling; house furniture, utensils, and appliances; supplies; household service; maintenance.

Two hours. Two units.

Social Science

Elements of Sociology, lectures, readings, and discussions.

Five hours. Five units.

Sewing I

Covers work of the first six grades in the Elementary School. Class demonstration and criticism in presentation of subject-matter. Prerequisite or parallel. Art I.

Five hours. Five units.

Sewing II

Course in garment making. The use of the sewing machine and its attachments. Use of commercial patterns.

Five hours. Three units.

Sewing III

Study of fabrics, line and color. Making of wash dresses, with special attention to design and careful workmanship.

Five hours. Three units.

Sewing IV

Dressmaking. Crinoline modelling and drafting. Making of wool and silk dresses.

Six hours. Three units.

Sewing V

Dressmaking advanced. Evening dresses; draping and pattern making.

Six hours. Three units.

Millinery I

Making and covering of simple buckram and rice net frames. Elements of wire frame making.

Four hours. Two units.

Millinery II

Wire frames. Modelling in rice net. The making of several hats of different materials and types. Special attention given to design and workmanship.

Six hours. Three units.

Costume Design

Designing of costumes for the individual. Study of lines, colors and styles best suited to various types.

Four hours. Two units.

Textiles

A study of the primitive industries and their relations to the modern period. Study of the important fibres used in the manufacture of fabrics, the processes of manufacture, design, adulteration, etc. The collecting and arranging of materials for teaching various phases of the work. Three lectures and two laboratory periods per week.

Five hours. Four units.

History of Costumes

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. (May not be given in 1914-1915.)

Three hours. Two units.

House Furnishing I

The application of the principles of proportion, subordination, etc., to household art. Color harmony. Use of color in different exposures; its effect upon the eye. Spacing as applied to divisions of wall, curtains, arrangements of flowers, pottery, etc. Discussions of wall papers, draperies, damask, etc.

Four hours. Two units.

House Furnishing II

A continuation of the work done in the first course, with special emphasis on the economic selection of modern house furnishings. (To be given by Mr. L. M. Barker and departmental teachers. May not be given in 1914-1915.)

Three hours. Two units.

House Plans

Application of mechanical drawing to house plans. Study of suitable site, floor plans, elevations, heating, lighting and ventilating. To accompany the course in Architecture.

Four hours. Two units.

Architecture

Illustrated lectures on the elements and development of architecture.
(To be given by Mr. J. E. Allison.) *One hour. One unit.*

Cookery I

Elementary Cookery. Lectures and laboratory work. Study of the fundamental food principles. Special attention to methods of teaching cookery in the grades. *Five hours. Five units.*

Cookery II

Food preparation, lectures and laboratory practice in the different processes of cooking. *Five hours. Three units.*

Cookery III

Continuation of Cookery II. *Five hours. Three units.*

Cookery IV

Planning and serving of meals. Home cooking. *Six hours. Three units.*

Cookery V

Cooking for invalids and infants. Preparation and serving. *Four hours. Two units.*

Cookery VI

Institutional cookery. Lectures and laboratory exercises. *Six hours. Three units.*

Dietetics I

Lectures, recitations, laboratory work. Nutritive value of foods and the nutritive requirements of the body. Food values studied quantitatively and problems for different ages and conditions worked out concretely. *Four hours. Three units.*

Dietetics II

Continuation of Dietetics I. *Six hours. Three units.*

IV. KINDERGARTEN DEPARTMENT.

Courses for the Training of Kindergarten Teachers

Requirements for Admission

In addition to satisfying the minimum requirements for admission as stated on page 14, applicants for admission to this department must show ability to play simple melodies, songs and marches upon the piano.

EXPLANATION OF THE COURSES

This department offers to the student the general educational training necessary to all teachers, together with a broad training in the special kindergarten principles and methods.

Kindergarten Principles and Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in his *Mother-Play* and *Education of Man*, and the relation of these to modern educational theory and practice.

Theory I, II and III: The Mother-Play

Each two hours. Two units.

Theory IV: The Education of Man

Two hours. Two units.

Theory V: Kindergarten literature

Two hours. Two units.

Handwork

Lectures, discussions and practical work. These courses are designed to equip the student with a practical knowledge of those materials which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork Ik, IIk, IIIk

The gifts and occupation-materials of the kindergarten.

Each five hours. Five units.

Handwork IVk: Constructive Handwork

This is advanced handwork suitable for the oldest kindergarten children and the primary grades. It embraces constructive work with paper, cardboard, raffia, yarn, and simple woodwork. The problems of the doll house and its equipment, and of the making of children's simple toys, are worked out.

Two hours. Two units.

Program I, II, III

Lectures, discussions and required readings. This course aims to make application of the principles of kindergarten theory in practical work. The kindergarten materials are studied with a view to the formulation and arrangement of a kindergarten program.

Each three hours. Three units.

Story Work

Stories hold an important place in the kindergarten program. This course aims to acquaint the student with the sources of good literature for children and to give standards of selection and adaptation.

Stories I, II, III.

A study of classic myths, folklore, the fairy tale and the fable. In addition Mother Goose, finger plays, simple poems, humorous stories, Bible stories, are given. A consideration of the principles of selection, methods of presentation, and practice in story telling throughout the course.

Each two hours. Two units.

Games and Hygiene

The purpose of this course is to bring the student into greater sympathy with child life through the actual playing of children's games. Games are played which are suitable both for the indoor room and the outside gymnasium.

Aside from this, the history and psychology of play are studied and the relation of play to life is considered.

Games and Hygiene I, II, III

Activity plays, rhythm, and representative exercises developed into traditional and kindergarten games. Play spirit emphasized.

Each two hours. Two units.

Games and Hygiene IV, V

The study of the history of play; the psychology of play, with its motives and theories; play as related to physical development.

After this general knowledge is attained, the student is encouraged to develop original games. The hygienic problems of kindergarten management also are considered.

Each two hours. Two units.

Piano

A course designed to give practical knowledge of kindergarten rhythms and songs, to develop, by actual use of the piano in class, ability in spirited and rhythmical accompaniment of activities and sympathetic accompaniment of songs.

Two hours. Two units.

Music 1k. Given by the Special Music Department. Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression.

Art I

See page 25.

V. DEPARTMENT OF MANUAL ARTS

COURSES IN MANUAL ARTS FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS

Requirements for Admission

The requirements are the same as the minimum requirements stated on page 14, except that the credits presented must include Plane Geometry. For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one line of work. Students who expect to complete both the General and Manual Arts Courses are advised to enroll in the Manual Arts Department upon first entering the school.

Diplomas

Two diplomas are offered by this department: (a) the Elementary Diploma, granted upon the satisfactory completion of two years of special work and including teaching in the Training School; (b) the Secondary Diploma of high school grade, granted upon the satisfactory completion of three years of special work, including teaching in the Intermediate School or the Normal School, or both.

Two, or even three years can not afford sufficient preparation to teach all of the Manual Arts subjects. Students are, therefore, expected to select, not later than the end of their first year of residence, those subjects in which they prefer to specialize, and upon graduation will be recommended to the County Board of Education for certificates in those branches of work.

For materials furnished, and for use of machinery, a charge of \$2.00 per term is made.

TWO-YEAR COURSE.

The two-year course in Manual Arts is maintained for those who intend to teach or supervise the manual arts subjects in the elementary schools. Upon the satisfactory completion of this course a diploma of elementary grade is granted.

For outline of the course see page 21.

THREE-YEAR SHOP COURSE.

This course is designed for those who wish to teach either Wood-working or Metal-working and Instrumental Drawing in intermediate or secondary schools. At the completion of the course the student is granted a secondary diploma.

For outline of the course see page 22.

THREE-YEAR CRAFT COURSE.

The purpose of this course is to meet the needs of those students who intend to teach the Art Crafts, Instrumental Drawing, and Design in intermediate and secondary schools. Completion of this course entitles the student to a diploma of secondary grade.

For outline of the course see page 23.

EXPLANATION OF THE COURSES

Organization of Manual Arts Courses

A brief history of the development of the Manual Arts movement in this country, followed by a discussion of the theory and economics of the present course of study.

Five hours. Three units.

Industrial Materials

A study of the distribution of forest products, textile materials, minerals, etc.; their transportation to manufacturing centers, and preparation for use.

Two hours. Two units.

Teaching

The teaching assignments will usually be for five periods, but may be varied to suit the requirements of the different lines of work.

HANDWORK

These courses deal with those forms of Manual Arts which are practical in the first five grades of the Elementary School.

Handwork I

Introduction to materials and processes used in the Elementary School.

Five hours. Three units.

Handwork II

Emphasis is placed on simple cardboard and thin wood construction.

Prerequisite, Handwork I.

Five hours. Three units.

Handwork III

Emphasis is placed on textile materials and processes, simple sewing, crocheting, knitting and basketry.

Prerequisite, Handwork II.

Five hours. Three units.

CRAFT COURSES

Prerequisite—All craft courses must be preceded by at least one course in Art.

Bookbinding

Study of materials and processes used in Bookbinding, including portfolio and box construction, laced and sewed books.

Five hours. Three units.

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration and technique.

Five hours. Three units.

Clay II

Continuation of Clay I, together with casting, throwing, firing and glazing.

Ten hours. Six units.

Clay III

Course and hours to be arranged with instructor.

Metal Craft I

Processes of raising, saw-piercing, etching, soldering, repoussé work and enameling. *Five hours. Three units.*

Metal Craft II

Continuation of Course I, together with chain-making, stone-setting, leaded glass and molding. *Ten hours. Six units.*

Metal Craft III

Course and hours to be arranged with instructor.

Leather I

Decoration of leather by means of tooling, modeling, incising, inlaying and coloring, and making up articles. *Five hours. Three units.*

Leather II

Continuation of Course I, together with some advanced bookbinding. *Ten hours. Six units.*

Leather III

Course and hours to be arranged with instructor.

INSTRUMENTAL DRAWING**Mechanical Drawing I**

Geometric problems, conic sections, and lettering. *Five hours. Three units.*

Mechanical Drawing II

Orthographic projections. *Five hours. Three units.*

Mechanical Drawing III

Orthographic projections continued and a brief treatment of Isometric and Cabinet projection. *Five hours. Three units.*

Architectural Drawing I

or

Ten hours. Six units.

Machine Drawing I**Architectural Drawing II**

or

Ten hours. Six units.

Machine Drawing II**WOOD-WORKING COURSES****Wood Shop I**

Beginning bench work consists of work in soft and hard wood, the correct use and proper care of the common wood-working tools, and the application of stains and other finishes.

Five hours. Three units.

Wood Shop II

Joinery and cabinet work. Continuation of Course I.

*Ten hours. Six units.***Wood Shop III**

Cabinet and furniture design and construction.

*Ten hours. Six units.***Wood Shop IV**

Wood turning.

*Ten hours. Six units.***Wood Shop V.**

Pattern making.

*Ten hours. Six units.***Wood Shop VI**

Pattern making continued.

Ten hours. Six units.

Additional work in Wood Shop to be arranged for with instructor.

METAL-WORKING COURSES**Metal Shop I**

Chipping and filing; tool making and tempering.

*Five hours. Three units.***Metal Shop II**

Forging in iron and steel; tool making and dressing.

*Ten hours. Six units.***Metal Shop III**

Molding and foundry practice.

*Ten hours. Six units.***Metal Shop IV**

Machine shop practice.

*Ten hours. Six units.***Metal Shop V**

Machine shop practice continued.

Ten hours. Six units.

Additional work in Metal shop to be arranged for with instructor.

VI. DEPARTMENT OF MUSIC

COURSES IN MUSIC FOR THE TRAINING OF DEPARTMENTAL TEACHERS AND SUPERVISORS.

Requirements for Admission

The Two-Year Course—The requirements for admission to this course are the same as the minimum requirements, as indicated on page 14, and in addition, a thorough knowledge of the elements of music, the ability to sing at sight music of moderate difficulty, to write in good form simple music dictation, together with sufficient ability in pianoforte playing to insure the satisfactory accompanying of high school music after two years of study.

Graduation from the course will entitle the student to a diploma carrying with it a recommendation for the Special Elementary Certificate in Music. The Secondary Diploma will be granted to graduates of the two-year course who complete such additional work as shall be individually prescribed by the director of the Department of Music.

Reasonable allowance will be made in favor of students entering with acceptable high school credits in music, in the way of privileges of substituting other work for prescribed courses in music; but not in the way of shortening the time for graduation.

EXPLANATION OF THE COURSES

Voice Culture

Given throughout the entire course.

Ear Training I, II, III

Methods in sight singing and music dictation, form and analysis; choral practice.

Melody Writing I, II

Harmony I, II, III

Formation of scales, intervals and triads; study of natural tendencies of tones; harmonizing melodies; simple chord combinations will be played, recognized and written; study of the chord of the diminished seventh and the dominant ninth; modulations; passing tones, suspensions, altered chords, etc.

Music History I, II, III

Music of ancient nations; development of music notation, instruments and music forms; general development of music through the classical, romantic, and modern periods; the relation of music to other arts and to human life.

Music Appreciation I

Review of books dealing with the child's voice, psychology of music, orchestra, and similar topics. Explanatory recitals tending to stimulate the listening faculty, and to encourage correlation of music with general history and literature.

Music Appreciation II

Programs by students illustrating representative works of modern composers.

Chorus Conducting I, II, III

Use of the baton; selection and placing of voices for glee clubs, etc.

Study of Songs I, II, III**Method I, II, III****Suggested Supplemental Courses**

Education II, English II, Reading III, Physical Education VII, French or German.

THE TRAINING SCHOOL.

The Training School in its present organization is a branch of the Los Angeles city school system, and consisted, in 1913-14, of a kindergarten and the succeeding eight grades. Pupils are admitted upon the same terms as to the city schools, the same general plan for classification and promotion obtains, and the customary reports of a city school are made to the city superintendent by the principal. The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully and under such conditions that from the first they will form correct professional habits and master those principles which will ensure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.*

To form the basis for growth the students are given abundant opportunity to observe the best teaching, for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

The Training School is one of the public schools of the city of Los Angeles, and the pupils are subject to the possibility of change to other schools. Therefore, the course of study for the schools of the city is followed sufficiently to permit such changes to be made without loss to pupils, but it is followed only to the extent necessary to permit such changes. The pedagogical aims and practices of the school and the course of study to some extent are determined by the Normal School.

The following outline indicates the work attempted in each year :

Kindergarten. The kindergarten aims to lay a basis for further development in the school by emphasizing those exercises which tend to produce strength of body and control; interest in the natural and social life of the world; an intelligent curiosity concerning the qualities, functions, and names of common objects; and habits of obedience, cheerfulness, and helpfulness.

First Grade. The program of the first grade has been organized to meet the needs of the six-year-old child, so that he may adjust himself to the school work with as little friction as possible. Ample opportunity is given for outdoor exercise, and the physical development of the children is carefully guarded. An effort is made so to unify the work that there will be as few arbitrary divisions of subject-matter as possible. The child is made to feel that he has a problem to solve which requires the use of his reading, writing, and handwork. These subjects are presented as necessary tools rather than as ends in themselves, but are

*Besides the Normal Training School, portions of two other city schools (Fremont Avenue and Grand Avenue) are utilized as Supplemental Training Schools. In addition, a number of students are given opportunity to do Cadet Teaching in the Los Angeles city schools.

so frequently called into practical use that skill is required in the handling of them. The program includes Reading, Phonics, Writing, Art, Nature Study, Music, Language, Literature, History, and Manual Training, each illustrating and emphasizing the others, and all uniting to enlarge the child's experiences, to stimulate his curiosity, and to organize and clarify his images. Opportunity is provided for group work, so that the social contact may lead to standards of good conduct and encourage a natural helpfulness toward one another.

Second Grade. *Reading:* Skill in reading aloud. Articulation drills. Dramatization of suitable stories read. *Phonics:* Daily systematic work correlated with reading and spelling. *Spelling:* Children are taught how to study most effectively according to their individual type of imagery. Words from their own vocabulary are taught thoroughly and used in written expression of thought. *Writing:* First grade blackboard work continued. Pencil introduced. *Literature:* Stories and poems. Memorizing of literary gems. *History:* Stories of persons and events with reference to special holidays. Indian life. *Language:* Informal conversations. Games and exercises to teach good usage and courteous forms of speech. How to write statements and questions. Class compositions. *Practical Ethics.* *Number Work:* Preliminary lessons. *Nature Study:* Biological—Acquaintanceship with local plants and animals. Agricultural—first grade garden work in individual plots continued. *Art*:* Rhythm and spacing. Simple borders and patterns in color, using geometric and nature motives. Contrasts of hue and value. How to pick flowers and how to arrange them. Paper tearing and cutting of animal forms and figures. Drawing and painting of flowers, fruit, animals, figures, and toys. Modeling. Illustration of stories, games, occupations, and events of interest. Poster cutting. Picture study. Water color, clay, scissors, chalk, charcoal, crayola. *Manual Training:* Constructive work in paper, clay, textile fibres, and wood, related to the industries and occupations. Much of the work is illustrative of other subjects. *Music:* Songs by rote, emphasizing dramatic life of song. Ear training—(a) Scale and chords developed through songs; (b) Rhythmic exercises developing time. *Physical Training:* Recreative exercises in room. Miscellaneous games on playground.

Third Grade. *Reading:* See second grade. *Phonics:* See second grade. *Writing:* Mainly with pencil. Ink introduced. Natural slant throughout the grades. *Spelling:* See second grade. *Literature:* Mostly stories told to children. See second grade. *History:* Stories of heroes of other times and of persons and events with reference to special holidays. *Language:* Oral composition as in second grade. Much reproduction. Written composition begun. Frequent oral exercises to correct the most common errors of speech. *Arithmetic:* Addition and subtraction. *Nature Study:* Biological and geographical. *Art*:* Rhythm, spacing, alteration. Designs, using geometric and nature motives. Dark-and-light, two tones. Related colors. Flower arrangement. Drawing and painting from nature and objects. Modelling. Illustration. Poster cutting. Picture study. Water color, clay, scissors, charcoal, brush and ink, crayola. *Manual Training:* Materials same

*The Art work in the grades accords as closely as may be with the general and special interests of each grade. The Historical Pageant in November, 1913, furnished a motif for much of the work in the autumn; throughout the year the lessons in Art are related to work in Nature Study, History, and Literature. The Art principles, problems, media, etc. are indicated under the course of study for each grade.

as for second grade. Problems longer and processes more difficult. *Music*: Songs by rote, see second grade. Frequent voice exercises, keeping light quality of tone. Exercises pointed in phrase on ladder and staff. Ear test—(a) Tune; (b) Time. Finding key. Showing signature. Sight-reading exercises, emphasizing attack and tempo. Dictation exercises (written), using simple forms of time and tune. *Physical Training*: In room, occasional relaxation exercises. Miscellaneous games on playground. In gymnasium, rhythmical exercises and games.

Fourth Grade. *Reading*: See preceding grades. Expression emphasized. *Phonics*: See preceding grades. *Writing*: Muscular movement introduced and carried throughout the grades. *Spelling*: See preceding grades. *Literature*: Stories told to and read by children. See second grade. *History*: Elementary American History—exploration, colonization, development of nation; biographies prominent. Early California history, emphasizing the Missions. *Language*: Oral composition in the form of conversation and class discussion, reproduction, and individual reports on topics of interest. Brief written compositions—letters, imaginative stories, accounts of things seen and done. Dramatization. Practical exercises, chiefly oral and not technical, in the case and number forms of nouns and pronouns; the agreement of verbs; the past tense and past participles of a few irregular verbs. Synonyms, homonyms, and use of dictionary. *Arithmetic*: Multiplication and division. *Nature Study*: I. Biological (a) The economic plants grown in garden, steps in production of crops, industrial studies. (b) Animals. See beach life. Activities of some lower animals. (c) Museum studied—products and by-products of economic plants. II. Agricultural—(a) Coöperative work with economic plants. (b) Flower studies and seed distribution. *Geography*: The work is based on the industrial and social life of man. Through a study of the activities by means of which the home is related to the world, a knowledge of the physical, climatic, and human conditions is developed. The work centers about the four main topics of food, clothing, shelter and transportation. *Art*: (See footnote, page 58.) Shape and proportion, rhythm, symmetry. Designs, using geometric symbolic, and nature motives. Dark-and-light, three tones. Tones of one color. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modelling. Illustration. Picture study. Water color, charcoal, clay, scissors, brush and ink, crayola, pencil. *Manual Training*: Cardboard construction. Dyeing of textiles and more specific study of textiles than in preceding grades. A little basketry and pottery. Class projects. *Music*: Songs read and sung by rote. Voice exercises. Ear training in time and tune, presenting new difficulties. Sight-reading, emphasizing attack, tempo, phrasing, and tone quality. *Physical Training*: In room, free standing exercises, with emphasis on balance and carriage. In gymnasium, marching, running, skipping, fancy steps. Competitive games.

Fifth Grade. *Reading and Literature*: Emphasis on appreciation, expression, responsiveness. Memorization of poems. Dramatization. Articulation, phonic, and dictionary drills. *Spelling*: Words studied are given in context dealing with topics of interest. Work is planned so that the children have constantly before them the purpose of using these

words in some form of written expression. Use of dictionary. Words of special difficulty are dealt with as in lower grades. *Writing*. *History*: Fourth grade work of development of nation continued through Civil War period; biographies prominent. *Language*: Oral and written composition along the same lines as in fourth grade. Exercises in nouns, pronouns, and verbs continued. Correct use of adjectives and adverbs. *Arithmetic*: Constant and thorough review of fundamental facts and operations in this and succeeding grades. Fractions and decimals. *Nature Study*: Garden work in individual plots. Study of soils and plant needs. *Geography*: North America and Europe. Special attention to cause and consequence. Much supplemental work. *Art*: (See footnote, page 58.) Proportion, rhythm, radiation, variation. Pattern and landscape composition. Scales of dark-and-light and color, three tones. Adapting designs to material. Flower arrangement. Drawing and painting from nature and objects. Modeling. Picture study. Water color, charcoal, clay, scissors, brush and ink, pencil, crayola. *Manual Training and Domestic Art*: For boys—Emphasis on constructive work with clay and cement; bookbinding; class projects. For girls—Work with boys, first half; sewing, second half. *Music*: Continue work of fourth grade. Formal two-part singing. *Physical Training*: In room or yard, gymnastics combining arm and leg movement. In gymnasium, marching, fancy steps. Competitive games, such as relay race.

Sixth Grade. *Reading and Literature*: See preceding grades. *Language*: Oral composition continued, with increased emphasis on written composition. Exercises in the correct use of grammatical forms continued. Discrimination between words frequently misused. *Spelling*: See Fifth grade. *Writing*. *Arithmetic*: Review of fractions. Denominate numbers, subtraction of dates, aliquot parts. *Nature Study*: See fifth grade. *Geography*: Asia, South America. Comparison and explanation of likenesses and differences. Much use of pictures and other illustrative material. *History*: Topics in Greek, Roman, Continental, and English history, that are closely related to United States history. *Art*: (See footnote, page 58.) Proportion, rhythm, transition. Pattern and landscape composition. Scales of dark-and-light and color, five tones. Color scheme. Stenciling or wood-block printing. Lettering. Book or portfolio covers. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art*: For boys—Bench work, using soft wood. Working drawings. Work begins with the use of rule, square, saw, hammer, and nails. Later work requires planes, chisels, boring tools, etc. Aim is to give practical use of the common tools. For girls—Sewing. *Music*: Continue work of fifth grade. Ear training to include minor mode. Three-part work. *Physical Training*: Gymnastic movements requiring precision. Simple apparatus work. Games of low organization, such as corner ball. Out of doors, when possible. Olympic games. Field sports for boys.

Seventh Grade. *Reading and Literature*: See preceding grades. *Language*: Occasional oral reports and discussions. Emphasis placed on written composition and the grammatical construction of the sentence, the latter being made a means to an end—the effective communication of thought. *Spelling*: Incidental to other work. Use of dictionary.

Writing. Arithmetic: Percentage. *Nature Study:* Elements of physical and chemical science. *Geography:* Africa and Australia. Review of continents. *History:* United States history through Revolution. *Art:* (See footnote, page 58.) Proportion, rhythm, opposition, subordination, composition in designs and pictures. Scales of dark-and-light and color. Color schemes. Stenciling or wood-block printing. Lettering. Book or portfolio covers, or posters. Flower arrangements. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Art:* For most boys—Bench work with soft wood. Working drawings. The work contains such common types of construction as dado, cross-lap, housed or ledge joints; for some boys—Printing. For girls—Sewing. *Music:* Work of previous grades strengthened. Ear training to include harmonic and melodic forms of minor. Chorus singing, watching leader for good interpretation. Study of composers, Folk songs, National songs, Cradle Songs, etc. *Physical Training:* Swedish Day's Order. Games of higher organization, such as Captain Ball and Playground Ball. Folk dances. Out of doors, when possible. Field sports for boys.

Eighth Grade. *Literature and Reading:* As in preceding grades, with decreasing emphasis on the technical phases of reading and increasing emphasis on literary appreciation. Study of "The Vision of Sir Launfal"; "The Lady of the Lake"; "Julius Cæsar"; shorter selections, including "The Man Without a Country." Impersonation of characters a part of the regular recitation. Dramatization, using author's language. *Language:* Special attention to business forms. Writing for school paper. Extemporaneous speaking and debating. Dramatization of class composition of literature studied. Correlation of language with all subjects. Oral reports and discussions. Written composition, including the elementary principles of narration, description, and exposition. Review of facts of grammar previously learned. Such additional facts as are essential to correct speech. *Spelling:* See seventh grade. *Arithmetic:* General review for B 8's. *Algebra* for A 8's. *Physiology.* *Geography:* The elements of physical geography. Brief study of geographic forms and processes and their relation to human activities. The United States and California in the light of this study. *History:* United States history concluded, with especial consideration of the industrial development. California history. Civics. Current events. *Art:* (See footnote, page 58.) Principles of composition in design and pictures. Color values and harmony. Color schemes for room interiors. Stencil or wood-block printing. Illumination of text. Program covers, magazine pages, or posters. Flower arrangement. Drawing and painting from nature and objects. Charcoal, pencil, water color, brush and ink, crayola. *Manual Training and Domestic Science:* For boys—Bench work with hard wood. Working drawings. Small pieces of furniture and other projects are made with emphasis on correct construction and appropriate finish. For girls—Cookery. *Music:* See seventh grade. *Physical Training:* Swedish Day's Order. Games of higher organization, such as Captain Basket Ball and Indoor Baseball. Folk dances. Out of doors, when possible. Field sports for boys.

THE LIBRARY.

The library contains about 25,000 volumes, classified according to the Dewey decimal system and arranged on low shelves to which students have free access.

Though the desirability of supplying good reading for leisure hours is not overlooked in the choice of books, the main purpose is to provide the means for pursuing the branches prescribed in the courses of study. The subjects most fully represented are: Psychology and education, science, travel, history, and literature. About 2,000 new volumes are added annually. Great care is taken in the selection of books; the liberal use made of the library by students shows that the collection fulfills its purpose. The library is supplied also with most of the best current literature, professional and general. A Circular of Information to those who use the library has been issued and has proved very helpful to students in many ways.

In addition to the ordinary reference books, such as dictionaries, encyclopedias, and atlases, there are, either bound or on file, about 1,000 volumes of the leading literary and educational periodicals, which, by the aid of Poole's Index and kindred publications, can be used to great advantage. The use of the library in general is facilitated by a card catalog containing, besides the title and subject of every book and the name of its author, many analytical references to books the titles of which do not indicate the contents.

GRADUATES SINCE PUBLICATION OF LAST PRECEDING BULLETIN

THE SUMMER CLASS—JUNE 26, 1914.

GENERAL PROFESSIONAL COURSE

Eleanor W. Allen	Leah Cauthorn	Winifred L. Fullerton
Lesta Ethel Andrews	Fredrick T. Chamberlen	Minnie Gardner
Lillian O. Anderson	Verna E. Chesick	Frankie Germain
Beulah June Archer	Mattie L. Clark	Gertrude Phoebe Gilbert
Alzina Ardis, A.B.	Annie Lydia Clayton	Mary Glaspey
Annie Jennings Ardis	Myrl Colby	Edna M. Goodenow
Elsa Asher	Lulu Marguerite Collier	Bessie L. Goodhue
Gertrude Asher	B. Harriet Cook	Alida Gravers
Maude M. Ashurst	Margaret E. Corcoran	Clara Edith Green
May Atkinson, B.L.	Lillian E. Cornette	Rowena Green
Marie Louise Axtman	Ivy Victoria Crawford	Vallie Margaret Greer
Leona V. Baber	Marjorie Louise Cregar	Campbell E. Greenup,
Beatrice M. Baker	Ethel Enola Crill	Ph.B.
Mary E. Baker	Jennie Cecelia Curtin	Fredda Baskett Griffith
Ruth Lloyd Baldrige	Lucy Amy Dailey	Annie Gwilliam
Helen Amelia Ball	Jennie Marguerite Dale	Mary Agnes Hallicy
Margaret Danner Ball	Minnie Dalen	Stella Hanscomb
Elizabeth Bane	Lulu Darr	Jessie Mae Hardesty
Ethel Ree Barkeley	Ruth Dehn	Esa Elizabeth Hardison
Ida Virginia Barnes	Bernice Dern	Neva Grace Hardy
Sadie Barney	Blanche Harned De Witt	Jessie Maurine Harmon
Ruth M. Beckett	Anna Louise Dickerman	Laura Clayton Hartley
Theresa Beckett	Anna E. Dillin	Annetta Estelle Harvey
Mamie Beesley	Edith Dixon	Florence Haskell
Leila Grace Belieu	Marion E. Dodge	Jean Marie Haskell
Geneva Irene Bell	Tee Doll	Ruth Eldred Haskell
Edith M. Bemis	Lowell Stevens Donnell	Irene S. Hawkins
Jessie Claire Bender	Margaret Metcalf Dooher	Mary Margaret Hearne
Ethel M. Berrey	Myrtle A. Drachman	Valentine A. Heil
Frieda Boeckman	Anna Drill	Edna Heilemann
Bessie B. Bonham	Erma Gertrude Dunbar	Jennie Kathleen Henslee
Wayne F. Bowen	Helen Dunnington	Marie Lydia Henslin
Amy Bowerfind	Hazel Isabel Eaton	Mary Ross Hewetson*
Pansy A. Boyes	Faye White Edmiston	Lulu Klea Hinters
Olga J. Brain	Alma Ray Eliot	Esther Lydia Hofert
Annie Brim	Geneva Emmington	Anna M. Hook
Ila M. Brown	Gwen M. Evans	Katharine Adle Hoppe
Lela Mae Bruyn	Mabel Claire Everett	R. Denalda Horine
Elizabeth Estelle Bryant	Irma Exline	Rachel L. Hornaday
Anabel Buchanan	Marie C. Eymard	Maisie Ethel Howard
Anna Louise Bullard	Elsie Maud Farnham	Helen McIver Howell
Earl Bullock	Ruth I. E. Farrell	Clara Ruth Hull
Isabel Works Burritt	Margaret Ferguson	Lilian Agnes Hunt
Mildred E. Byers	Gertrude A. Finch	Sylvia Hurwitz
Hazel L. Campbell	Marie Finney	Mildred A. Hutchison
Bertha Mae Carson	Yetta Fisch	Alice Hazel Ingram
Grace L. Carter	Emma Catharine Fischer	Flora de S. Irgens
Olive L. Cassel	Agnes E. Fox	Lulu Irwin
Delia Marie Carvell	Alma A. Friedemann	Ruth Irene Jennings

*Graduate of Kindergarten Training Course.

GENERAL PROFESSIONAL COURSE—Continued

Dessa E. Jepson	Emily Montgomery	Pauline Marie Scholz
Margaret Merriman Jessup	Lottie D. Montgomery	Evelyn Scott
Helen J. Johnson	Mona May Moody	Loraine Scott
Bessie Helen Jones	Elizabeth B. Morrison	Ruth Elizabeth Seely
Ruth Bedford Jorden	Dorothy M. Moses	Elizabeth SeNour
Hazel Merle Kendig	Juliet S. Mumme	E. Leanna Shaddock
Dorothy Ida Kennedy	Effie Glade Neher	Lucile Mary Shaffer
Elsie Beatrice Kerbin	Mabel A. Nesbitt	Edith Florence Sharp
Cleon Kersey	Charlotte Mary Newton	Beulah M. Shellenberger
Charlotte Kirby	Helen Newhall Newton	Blanche Evelyn Sherer
Goldsmith Kittle	Edna Nichols	Jessamine M. Short
Gladys Linnie Knight	Margaret Elinor Nicklin	Zinith C. Sinclair
Florence Louise Kratka	Marguerite M. Nimmer	Birdenia E. Smith
Margaret A. Kunny	Jessamine P. Noyes	Cleora Calista Smither
Jessie June Lackey	Lura Belle Oakey	Alma Alida Snyder
Jennie Emeline La Due	Catherine Loretta O'Donnell	Ethel M. Snyder
Elizabeth Mary Lane	Leon Baker Webster Olds	Nora V. Spain
Ella May Lane	Eunice Marguerite Orcutt	Juanita Sprague
Bernice Gertrude Lantz	Eva Pearl Osborn	Helen M. Springer
Anna Mae Lanyon	M. Louise Young Paglia	Ethel May Spry
Lillie M. Larson	Pearle M. Palmer, A.B.	Juanita Wickliffe Stack
Dorothy Leach	Nora Frances Pangborn	Bertha Lucile Stahl, A.B.
Birdie Alice Leake	Lillian Anna Park	June Stevens
Helen Lettow, A.B.	Ethel Mae Pascoe	Bessie Sutton
Margaret Leu	Grace Patterson	Louise Brier Tantau
Eunice Irene Levy	Ruth Alma Peabody	Emma Louise Taverner
Lela E. Lewis	Kathleen Peelor	Edith W. Thayer
Mattie E. Linfesty	Elma M. Petersen	H. Lillian Thomas
Anna Elizabeth Lloyd	Gladys Phelps	Dora Neal Thompson
Ruth Loughboro	Rebecca May Pitman	Margaret Thompson
Vivian A. Loyd	M. Lucile Platt	Florence H. Thornton
Florence Elizabeth McCarthy	Hazel Franklin Plimley	Virgil Orville Thornton
Della J. McCray	Olive Majella Poplin	Flora Anna Tiemann
Lulu Alameda McFartridge	Nora Cecilia Porr	Evelyn May Torrance
Mona Laura McHugh	Alice Ranzoni	Daisy Isabel Trott
Mildred Janet McKay	Nelle Marie Remsberg	Bessie M. Turner
Irene Hazel McKenzie	Helen A. Rhodes	Cora Vail
Lucy M. McKinney	Glenn A. Riddlebarger	Ella Myrtle Vail
Mamie Agnes McKnight	Mattie Lou Robertson	Ora Mae VanFleet
Charlotte Ann McLean	Alice Eulalee Rocker	Ruth Irene Vardy
Blanche Aileen McMore	Marie Roe	Marie Kent Vignes
Florence Aimee MacDonald	Blanche May Rogers	Viola Wadewitz
Arabella Macomber	Edna May Royce	Jean Walden, A.B.
Mabel Murray Maher	Fannie Elizabeth Rucker	Esther Pearl Weaver
Winnie Olivia Mansfield	Evelyn Ryan	Helen Harriet Webster
Adrienne Marsat	Ruth St. Claire	Wilna Whitcomb Webster
Sarah Eliza Mason	Adelia M. Sallstrom	Lavinia Nunnally Wells
Florence Eleanor Matson	Myrtle Inez Samuels	Olive West
Pauline Elizabeth Matthews	May B. Sanders	Ruby West
Helen Rosa Mende	Sadie Marguerite Sanders	Myrtle Ione Wheldon
Elizabeth Meyers	Theresa E. Saulque	Laura Wilber
Lora Milam	Lura J. Sawyer	Edna Benton Williams
Cora M. Miller*	Josephine Sayers	Faye Vivian Williams
Alice Leonor Miner	Marjorie Saylor	Spencer V. Williams
Buena Mizener	Marie Schellenbach	Florence Helen Willits
	Ethel Charlotte Schmekel	Jessie Beulah Wilson
	Ida M. Schneider	Lucy Lillian Wilson
	Adeline Schooler	Anna M. Woods
		Ralph A. Woods
		Judith Wilkinson Wynn

*Graduate of Kindergarten Training Course.

ACADEMIC PROFESSIONAL COURSE

Edith Marjorie Anderson	Rose Hamer	Mamie Ada Northcott
Lois M. Choate	Abigail Hayes	Ruth H. Parker
Angie Crow	Alta Prudence Hislop	Robin Rapp
Anna Daeley	Edna Rae Kline	Alice M. Reed
Agnes Louise Ferguson	Helena McMillan	Helen Root
Ruth Freer	Ada Mayes	Sophie Sweet
Lillian Greenfield	Mignonette G. Miquel	Harriet Clara Ware
Dorothy Violet Gresham	Grace Margueritte Mogle	N. Blythe Webb
Hilda Haddox	Hazel Adell Morris	Nora Willis

KINDERGARTEN TRAINING COURSE.

Mary Emily Atwood	Martha Anne Hunt	Mary Rosalie Meador
Florence Blair Baker	Gladys Estelle Ingersoll	Carmelita Gertrude Michaeals
Mayme C. Bauer	Hazel Jacobs	Edna Perkins
Marion Black	Georgia Johnson	Gladys Pollard
Ruth Marie Boesch	Helen R. Kennard, A.B.	Marion Pomeroy
Grace Gertrude Bowyer	Lillian Lampé	Lydia S. Reed
Lorena Frances Bragg	Margaret Irwin Mackay	Irene Webster Roberts
Clara A. Buckland	Rebekah Elizabeth Marks	Eda Schaffner
Villa Marie Burke	Leora Masters	Marion Lenore Smith
Ruth G. Daniels	Margaret Barbour	Sylvia Tischauser
Genevieve E. Garland	Mathews	Mary Maude Wright

MANUAL ARTS

Advanced Course
 Roy W. Eller
 Ralph W. Heywood

Elementary Course
 Marjorie Wood

ART

Advanced Course
 Alexandra Bradshaw*
 Victoria Irene Chrisman
 Winifred Alma Sewell

Elementary Course
 Helen Porter Candler
 Ruth Cass
 Rachel Gilmore
 Eleanor Rutledge Sutch
 Margaret Wade Tuttle
 Mildred Wenzel VanderVort

MUSIC

Advanced Course
 Ethel Ardis*
 Bernice Beal
 Marjorie Hardy
 Lolila Reynolds

Elementary Course
 Helen A. Darling
 Ellen Ramona Little
 Julia Smith
 Grace E. Phelps

HOME ECONOMICS

Advanced Course
 Ethel Ward Bigelow

*Graduate of General Professional Course.

WINTER CLASS—DECEMBER 12, 1911.

GENERAL PROFESSIONAL COURSE

Margaret Anson	Mrs. J. Hilda Harrison	Hilda G. Oylear
Julia Baughman	Fern Helper	Marian L. Peek
Jewel Alice Beers	Lydia Hoy	Erna Pfahler
Margaret D. Best	Harriet Lorena Hunter	Elbert D. Phillips
Blanche A. Coates	Lou Verna Johnson	Arthur L. Pursell
Genevieve F. Cole	Winnie Dell Kimbrell	Mabel Carolyn Reece,
Ena M. Crumley	Therese Lloyd, A.B.	Ph.B.
Vina F. Danks	Mary Louise Long	Esther Bernice Rodier
Agnes V. Dazé	Mary Smith McGraw	Mary Beatrice Shepherd
Dorothy Arline Don-	Marie Merrill McMillan	Vera L. Sinclair
aldson	Alice Hyde Menihan	Mary Beulah Stanley
Leona E. Ellington	Lucile Colburn Middaugh	Estella Thompson
Kathrine H. Elliott	Iva Miller	Gertrude Elizabeth Van
Tempest Fink	Florence Gerard Mor-	Aken
Frances Vivian Forst	rison	Celeste Isabel Zizick
Pauline Annette Gaynor	Grace Day Neher	
John Eugene Harley		

ACADEMIC PROFESSIONAL COURSE

Josie Evelyn Webster	Cecile Elaine Williams
Merle Elizabeth Young	

KINDERGARTEN TRAINING COURSE

Ethel Allen Britto	Valerie Olga Mountain
Leeworthy Fraine Cooke	Stella Grace Rist
Reine Madge Smith	

ART

Advanced Course

*Helen Porter Candler	†Ida Lillian Lewis
*Ruth Louise Cass	†Josephine Seaman Roberts

MUSIC

Elementary Course

Edna Sophronia Eldred
Pansy Verne Prince
Elizabeth Alda Ross

Advanced Course

Eva May Dutton
Sue Cordelia Shenk

*Graduate of Elementary Art Course.

†Graduate of General Professional and Elementary Art Courses.

SPRING CLASS—MARCH 27, 1914

GENERAL PROFESSIONAL COURSE

Bessie Allen	Agnes May Fitzsimmons	Carrie D. Peile
Marguerite Patterson	Blanche Irene Griffith	Hilda J. Pullen
Allen	Harvilla M. Hooser	T. Raymond Rathwell
Ada E. Ballou	Emily Houser	Edith Rhea
Ruth Frances Best	Ruth Hutchinson, A.B.	Sallie Clark Riley
Ida Marie Bloemers	Grace Gwendolin Johnson, A.B.	Ethel Rogers
Jennie G. Bloom	Louise Kerbin	Elizabeth Alda Ross*
Helen M. Bogue	Frances Kettle	Florence M. Sassman
Genevieve Bostwick	Myla C. Landgraf	Winifred Sewell**
Marguerite D. Brooks	Leila Ethlyn Lillie	Zuma E. Shawver
Marion Ruth Burg	Rose Evadel Marsh, B.S.	Effie Winifred Smith
Katherine Caldwell, A.B.	Ada McGraw	Mary Aileen Stafford
Eva T. Cattell	Grace B. Menzies	Angelina M. Tanzola
Ethel May Clampitt	Bernice Beth Miller	Sarah Bourne Thompson
Florence Greeley Clarke, A.B.	Muriel Mills	Alice Waldeck
Helen A. Darling*	Luella Z. Moore	Luella Robb Weber
Ella Deal	Gladys Valerie Murray	Muriel West
Juliette DeNubila	Esther F. Nichols	Alice Caroline Weyse, A.B.
Myrtle Dougherty, B.S.	Etta Nation Ooley	Ethel Jeanette White
Helen L. Drew	Sallie Page, A.B.	Charlotte Whitney
Milton C. Drisko	Lulu May Pearson, A.B.	Alice Lank Wood
Lois E. Duncan		

ACADEMIC PROFESSIONAL COURSE

Agnes Lester Childers

Ida May Gale

KINDERGARTEN

Gladys E. Holmes

Ruth Gray Whytock

Edith Hazel Waterhouse

HOME ECONOMICS DEPARTMENT

Elementary

Edith Maudine Barber

Ethel Grayce Snyder

May H. Connolly

Geneva Seville Thiry

Ruth M. Ellis

Mabel Velma Vaughan

Secondary

Gladys V. Beckett

*Graduate Elementary Music Course

**Graduate Advanced Art Course

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884	22
2. Year ending June 30, 1885	35
3. Year ending June 30, 1886	43
4. Year ending June 30, 1887	48
5. Year ending June 30, 1888	35
6. Year ending June 30, 1889	57
7. Year ending June 30, 1890	53
8. Year ending June 30, 1891	75
9. Year ending June 30, 1892	78
10. Year ending June 30, 1893	88
11. Year ending June 30, 1894	77
12. Year ending June 30, 1895	81
13. Year ending June 30, 1896	65
14. Year ending June 30, 1897	56
15. Year ending June 30, 1898	89
16. Year ending June 30, 1899	107
17. Year ending June 30, 1900	127
18. Year ending June 30, 1901	130
19. Year ending June 30, 1902	106
20. Year ending June 30, 1903	109
21. Year ending June 30, 1904	96
22. Year ending June 30, 1905	120
23. Year ending June 30, 1906	155
24. Year ending June 30, 1907	138
25. Year ending June 30, 1908	210
26. Year ending June 30, 1909	243
27. Year ending June 30, 1910	304
28. Year ending June 30, 1911	398
29. Year ending June 30, 1912	426
30. Year ending June 30, 1913	511
31. Classes of December, 1913, and March, 1914	136
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Total	4,219
Graduated from two courses, counted twice	50
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Total, excluding those counted twice	4,169

SUMMARY OF STUDENTS ENROLLED, 1913-1914

I. General Department	
Graduates of December, 1913, and March, 1914	112
Candidates for graduation, June, 1914	294
Candidates for graduation, December, 1914, and March, 1915	170
Candidates for graduation, June, 1915, and after	451
Visiting teachers	43
Total General Department	1,070
II. Department of Art	
Graduates of December, 1913	4
Candidates for graduation, June, 1914	23
Candidates for graduation, June, 1915, or after	27
Total Department of Art	54
III. Department of Home Economics	
Graduates of March, 1914	7
Candidates for graduation, June, 1914	40
Candidates for graduation, December, 1914, and March, 1915	6
Candidates for graduation, June, 1915, or after	45
Total Department of Home Economics	98
IV. Kindergarten Training Department	
Graduates of December, 1913, and March, 1914	8
Candidates for graduation, June, 1914	31
Candidates for graduation, December, 1914, and March, 1915	10
Candidates for graduation, June, 1915, or after	47
Total Kindergarten Department	96
V. Department of Manual Arts	
Candidates for graduation, June, 1914	16
Candidates for graduation, December, 1914, and March, 1915	8
Candidates for graduation, June, 1915, or after	16
Total Department of Manual Arts	40
VI. Department of Music	
Graduates of December, 1913	5
Candidates for graduation, June, 1914	13
Candidates for graduation, December, 1914, and March, 1915	11
Candidates for graduation, June, 1915, or after	32
Total Department of Music	61
Total in Normal School, including 42 graduate students	1,419
Pursuing two courses, counted twice	14
Total, excluding names counted twice	1,405
Training School	
Kindergarten	89
First Grade	106
Second Grade	74
Third Grade	91
Fourth Grade	70
Fifth Grade	81
Sixth Grade	85
Seventh Grade	97
Eighth Grade	113
Total Training School	806
Total enrollment for the year, all departments	2,211

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BULLETIN OF THE
STATE PRINTING OFFICE

BULLETIN

OF THE

Los Angeles
State Normal School

AND

Announcements for 1915-1916

THIRTY-THIRD YEAR



CALIFORNIA
STATE PRINTING OFFICE
1915

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1915-1916

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1915

CALIFORNIA
STATE PRINTING OFFICE
1915

CALENDAR FOR 1915-1916

FIRST TERM

- 9:00 A.M. Friday, September 10, 1915—General Faculty Meeting.
- 12:30 P.M. Friday, September 10, 1915—Former students, except Juniors of the General Professional School, report for arrangement of programs and enrollment in classes.
- 9:00 A.M. Saturday, September 11, 1915—Juniors of the General Professional School (former students only), report for arrangement of programs and enrollment in classes.
- 2:30 P.M. Saturday, September 11, 1915—Training School Conferences.
- 9:00 A.M. Monday and Tuesday, September 13 and 14, 1915—Registration and Enrollment of New Students.
- 9:00 A.M. Wednesday, September 15, 1915—General Assembly, followed by recitations.
- 3:00 P.M. Wednesday, November 24, 1915—Thanksgiving recess begins.
- 9:00 A.M. Monday, November 29, 1915—School reopens.
- 3:00 P.M. Friday, December 17, 1915—Term closes.

SECOND TERM

- 9:00 A.M. Monday, January 3, 1916—Registration and Enrollment of New Students.
- 8:05 A.M. Tuesday, January 4, 1916—Recitations begin.
- 10:50 A.M. Wednesday, January 5, 1916—General Assembly.
- 3:00 P.M. Friday, March 24, 1916—Term closes.

THIRD TERM

- 9:00 A.M. Monday, March 27, 1916—Registration and Enrollment of New Students.
- 8:05 A.M. Tuesday, March 28, 1916—Recitations begin.
- 10:50 A.M. Wednesday, March 29, 1916—General Assembly.
- 3:00 P.M. Friday, April 14, 1916—Spring recess begins.
- 9:00 A.M. Monday, April 24, 1916—School reopens.
- Thursday, June 22, 1916—Commencement.

BOARD OF TRUSTEES

HIRAM W. JOHNSON, - - - - Governor of California

Ex Officio

EDWARD HYATT, - - - Superintendent of Public Instruction

Ex Officio

RICHARD MELROSE, Anaheim, - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles, - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles, - - Term expires July 1, 1917

ARTHUR LETTS, Los Angeles, - - Term expires July 1, 1914

JAMES A. B. SCHERER, Pasadena, - Term expires April 1, 1916

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH, - - - - - Secretary

CHARLES L. WHITE, - - - - - Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN

EDWIN T. EARL

FACULTY

JESSE F. MILLSPAUGH, A.M., M.D., President.

HARRIET E. DUNN,
Secretary of the Faculty.

JOSEPHINE E. SEAMAN,
Instructor in English.

CLARA M. PRESTON,
Training Teacher, Fourth Grade.

JAMES F. CHAMBERLAIN, Ed.B., B.S.,
Head of Department of Geography.

EVERETT SHEPARDSON, A.M.,
Supervisor of Practice Teaching.

SARAH J. JACOBS,
Director of School of Physical Education.

HELEN C. MACKENZIE,
Training Teacher, Third Grade.

KATE F. OSGOOD,
*Principal of Training School and
Assistant Supervisor of Practice Teaching.*

FRED ALLISON HOWE, LL.B., Ph.D.,
Head of Department of English.

LOYE HOLMES MILLER, M.S., Ph.D.,
Head of Department of Science.

CHARLES W. KENT, B.S.,
Director of School of Manual Arts.

NELLIE HUNTINGTON GERE,
Director of School of Art.

ALICE O. HUNNEWELL,
Head of Department of Reading.

ADA J. MILLER, Ph.B., A.M.,
Instructor in English.

RACHEL T. RICHARDSON, B.S.,
Instructor in Manual Arts.

ELSIE SECKLER, A.B.,
Training Teacher, Second Grade.

MYRTLE BLEWETT,
Instructor in Music.

ARTHUR AMSDEN MACURDA, A.M.,
Instructor in History of Education.

EMMA J. ROBINSON,
Training Teacher, Sixth Grade.

Names of members of Faculty, except that of President, appear in order of date of appointment

STATE NORMAL SCHOOL, LOS ANGELES.

CHARLES W. WADDLE, A.M., Ph.D.,
Head of Department of Education.

GRACE M. FERNALD, Ph.D.,
Director of Psychological Laboratory.

*KATHERINE GOETZINGER, A.B.,
Instructor in French and German.

A. A. HUMMEL, M.S.,
Instructor in Physiology and Nature Study.

ELIZABETH E. KEPPIE,
Instructor in Reading.

**MICHAEL GRACE SNYDER, A.M.,
Head of Department of History.

KATHLEEN S. BECK,
Instructor in Geography.

BELLE H. WHITICE,
Instructor in Manual Arts.

HELEN E. MATTHEWSON,
*Counselor of Women and
Assistant Supervisor of Practice Teaching.*

BERTHA E. WELLS,
Assistant Supervisor of Practice Teaching.

BESSIE E. HAZEN, A.B.,
Instructor in Art.

MYRTLE COLLIER, B.S.,
Head of Department of Mathematics.

M. MADILENE VEVERKA,
Training Teacher, First Grade.

RUBY BAUGHMAN, A.M.,
Instructor in English.

ANNA PAMELA BROOKS, A.B., B.S.,
Instructor in Art.

ESTHER MABEL CRAWFORD,
Instructor in Art.

CLARA PALMER, B.S.,
Director of School of Home Economics.

ELIZABETH FRANCES MASCORD, A.M.,
Director of School of Kindergarten Training.

MARY BURNEY PORTER,
*Supervisor of Teaching and
Appointment Secretary.*

BERTHA C. VAUGHN,
Instructor in Voice Culture.

*Part of year

**Absent on leave

EMILY C. HOLLISTER, A.M.,
Instructor in Physiology and Nature Study.

BARBARA GREENWOOD,
Instructor in Kindergarten Training.

CARROLL W. ANGIER,
Instructor in Manual Arts.

ALMA PATTERSON, A.M.,
Instructor in Child Study and Pedagogy.

MARY DOUGLASS, A.B.,
Director of Kindergarten.

LUCILE R. GRUNEWALD,
Instructor in Physical Education.

RUTH E. BAUGH,
Instructor in Geography and History.

ADA BLANCHARD,
Instructor in Manual Arts.

OLIVE LOUISE DAVIS,
Training Teacher, Fifth Grade.

LAURA G. SMITH, B.S.,
Instructor in Domestic Art.

EVA HAMILTON BERNAYS,
Training Teacher, Intermediate School.

SUSANNE GOUGH,
Instructor in Music.

LOUISE PINKNEY,
Instructor in Art.

NELLIE SULLIVAN,
Instructor in Psychology.

WILLIAM T. ROOT, JR., A.M.,
Instructor in Child Study and Pedagogy.

FRANK E. OLDER, B.S.,
Instructor in Agriculture.

MARGARET M. CAMPBELL, B.S.,
Training Teacher, Intermediate School.

MYRTLE LISLE MCCLELLAN, B.S.,
Instructor in Geography.

MILTON C. DRISKO,
Instructor in Mathematics.

MABEL BARNHART,
Instructor in Music.

ORABEL CHILTON, B.S.,
Instructor in Home Economics.

MERRITT E. AUSTIN,
Director of School of Commercial Training

LUCY M. GAINES, A.B., A.M.,
Instructor in History.

KATHERINE KAHLEY, A.B.,
Training Teacher, Intermediate School.

THERESA COGSWELL, A.B.,
Instructor in Reading.

MARVIN L. DARSIE, B.S., A.M.,
Instructor in Pedagogy.

BLANCHE KELS,
Training Teacher, Physical Education.

EDITH R. KURTZ, A.B.,
Training Teacher, Intermediate School.

FLORENCE HALLAM, A.B.,
Instructor in Chemistry and Bacteriology.

AGNES E. MACPHERSON,
Training Teacher Home Economics.

*LUCY F. S. BEST, A.B.,
Instructor in History.

AGNES M. KNIGHT,
Instructor in Kindergarten Training.

MELVA LATHAM, A.B.,
Instructor in History.

EDITH PURDUM, A.B., M.L.,
Instructor in English.

MABEL SMITH,
Instructor in Domestic Art.

ANNA M. WIEBALK,
Instructor in Education.

*OLIVE C. WRIGHT, A.B.,
Instructor in Physiology.

FRANCES WRIGHT,
Director of School of Music.

SARAH WHITE,
Assistant in Kindergarten Training.

NELETA HAIN,
Student Assistant in Art.

*LEVA HANDY, M.A.,
Instructor in French and German.

HAROLD W. MANSFIELD,
Instructor in Manual Arts.

NELLE V. ROBB,
Student Assistant in Manual Arts.

KATHLEEN TYRELL,
Student Assistant in Manual Arts.

ADELINE B. NEWCOMB,
Instructor in Mathematics.

GRACE G. SHOEMAKER, A.B.,
*Instructor in Home Economics and
Manager of Cafeteria.*

*W. E. REAVIS,
Instructor in Book Binding.

VISITING LECTURERS—SCHOOL OF HOME ECONOMICS

DR. L. M. POWERS,
Hygiene and Sanitation.

MR. L. M. BARKER,
Home Furnishing.

MR. DAVID C. ALLISON,
Architectural Appreciation.

DR. L. C. FROST,
Bacteriology.

MISS GRACE WATSON,
Home Nursing.

ELIZABETH H. FARGO,
Librarian.

MARJORIE VAN DEUSEN, A.B.,
Assistant Librarian.

LYDIA GREWEY,
Assistant Librarian.

*HAZEL MCCLURE,
Assistant Librarian.

*ANNA M. RUSCHE,
Assistant Librarian.

IVA E. MAIER,
Secretary to the President.

CHARLES L. WHITE,
Business Secretary.

W. E. FAULKNER,
Engineer.

ALEXANDER MCGILLIVRAY,
Head Gardener.

CHARLES L. DOOLEY,
Head Janitor.

*Part of year.

INTRODUCTORY

Historical

The Los Angeles State Normal School was established by act of the State Legislature in March, 1881, as a branch of the San Jose State Normal School. A five-acre site fronting on Grand avenue at the corner of Fifth street was provided by the public-spirited citizens of Los Angeles, and here the cornerstone of the first building was laid December 17, 1881.

The school opened in August, 1882, with a faculty of three members and an enrollment of sixty-one students. From its beginning it has steadily advanced, both in numbers and in the scope of its work. Its growth has been particularly noteworthy in recent years. The original site having become inadequate, in 1907 the Legislature authorized its sale; and in 1911 made an appropriation for the purchase of a location better suited to the increasing requirements of the school. In the following year a campus of twenty-four acres (since increased to twenty-five) at the corner of Vermont and Willowbrook avenues, was purchased; and on November 18, 1913, the cornerstone of the new Administration Building—Millspaugh Hall—was laid.

At the beginning of the current academic year the school opened in its new quarters—a group of ten well-equipped buildings of attractive design and thoroughly modern construction, and excellently adapted to the work of the various departments of the institution. At the close of its first year, with its greatly enlarged facilities, the school finds itself with an enrollment that taxes its capacity; and the Board of Trustees has taken action to restrict the numbers hereafter to be admitted as students.

Function of the State Normal School

The place of the normal school in the state educational system is thus defined in the Political Code:

"The state normal schools have for their object the education of teachers for the public schools of this state."

Accordingly this institution provides a thorough training in methods of teaching, and as broad a foundation of general culture as the length of its courses and its facilities permit.

An Educational Democracy

The internal discipline of the school is regarded as a function of the entire organization. The standards of conduct maintained are those designed to encourage the individual student to promote the welfare of the society whose advantages he enjoys. In co-operation with the faculty, the students maintain a governmental system, electing their own officers and adopting legislation for their own guidance. The usages of refined society are recognized as the unwritten law of the social organization of the school.

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Age

The law fixes the minimum age at which students can be admitted at sixteen years.

Personality

Sound moral character, and other personal qualities requisite for successful teaching are essential qualifications for admission.

Health

The Board of Trustees requires that no applicant be admitted who can not give evidence of good health, and of freedom from physical defects or tendencies likely to interfere with teaching efficiency. Applicants are required to present such evidence on blanks furnished by the school, and filled out by examiners authorized by this institution.

Declaration of Purpose

Students upon admission are required to subscribe to the following declaration:

I hereby declare that my purpose in entering this school is to fit myself for teaching, and that I intend to teach in the public schools of this state, or of the state or territory wherein I reside.

Prompt Registration

After the days designated in the Calendar for registration at the beginning of any term no applicant will be admitted without the permission of the President; and unless such applicant has given previous notification offering satisfactory reasons for delay, he will, if admitted, be required to pay a delinquency fee of two dollars.

To Prospective Students

The growth of the normal schools of the state has resulted in a very large increase in the number of teachers available for public school work. This number is also materially augmented by teachers who, in increasing numbers each year, are coming to take up their residence and work in California. The attendance at this institution already equals, if it does not exceed, the capacity of the new buildings whose use began at the opening of the present school year. The number of graduates each year is so large that many find difficulty in obtaining teaching appointments promptly and a few suffer considerable discouragement before meeting with success in their applications for positions.

In view of these facts, it becomes a necessary duty to limit the admission of students to those whose preparation has been of the

best and to retain in the school those only whose work is of high order. While it is not the purpose of the institution to direct, in detail, the preparatory work of its students, the belief of the faculty is very strong that students in the secondary schools who are preparing to enter the Normal School should shape their courses of study with reference to that purpose. Since the work of the elementary teacher necessarily touches intimately many fields of knowledge and since under the modern conception of education narrowness of interests is fatal to large success in teaching, the High School work of the prospective teacher should preserve a proper balance of subjects. Each of the standard departments of instruction—English, history, civics, science, mathematics, art, music, and, if possible, a foreign language and a vocational subject—should have a place in the course. To neglect entirely certain of these subjects that opportunity may be afforded for marked specialization in one or two of them, is not to be recommended in case of those who are preparing to teach.

Public interest in vocational and industrial subjects has greatly stimulated the election of these subjects by students of the normal schools. The number of applicants for such work in this school, especially in Home Economics, exceeds the capacity of the department; and, what is more serious, the number of graduates from some of these special courses exceeds the demand for teachers. This fact makes it obvious, first, that only those who have marked aptitude and the best preparation for such work should attempt it; and, second, that the courses themselves should be maintained at a high level of scholarship and practical efficiency. To increase the efficiency and success of prospective teachers of the special subjects and to augment greatly the opportunities for prompt and remunerative employment, students who contemplate serving as teachers of special subjects are strongly advised to complete both the general course of study and the special course desired. If, from the beginning, work can be shaped to this end, it should be possible to complete those courses in a very satisfactory way in three years.

SCHOLASTIC REQUIREMENTS

I. Of Applicants Presenting High School Credentials Only

Minimum Requirement

The minimum requirement for admission to any school or department is graduation from a high school offering four years of work in advance of the eighth grade. The high school course must have included at least six units of English and three units of United States history and civics; and all high school work must be of such grade as to warrant recommendation to the State University. Exceptions to these requirements will be made only upon permission,

which may be granted by the President, after the receipt of a special communication from the secondary school, giving necessary assurance of the applicant's ability and promise, and upon the definite understanding that the completion of the course of study entered upon may require more than the usual time scheduled for such course.

Admission to the General Professional School

In addition to the minimum requirement for admission to any course, candidates for admission to the General Professional School must present credentials showing credit in three units of Biological Science and three units of Algebra or Geometry. The list of high school credits presented shall include only such as are accepted by the State University for admission to its non-technical colleges.* A maximum of nine units of credit made up from subjects 18-21 of the University matriculation list and from unlisted subjects will be accepted.

Admission to the School of Fine Arts

a. Two-year Course:

In addition to the minimum requirement stated above, applicants for admission to the School of Fine Arts are required to submit drawings, including original designs and drawings from objects or nature.

b. One-year Course:

Graduation from the two-year course or its equivalent.

Admission to the School of Commercial Education

The same as requirements for admission to the General Professional School.

Admission to the School of Home Economics

a. Three-year Course:

The same as the minimum requirement stated above.

b. One-year Course:

Graduation from the three-year course or its equivalent.

Admission to the Kindergarten Training School

In addition to satisfying the minimum requirement for admission as above stated, applicants for admission to this school must show ability to play simple melodies, songs and marches upon the piano.

Admission to the School of Manual Arts

The requirements are the same as the minimum requirement above mentioned, except that the credits presented must include Plane Geometry.*

Admission to the School of Music

The requirements for admission to this school are the same as the minimum requirement already indicated. In addition, applicants

*The colleges of Letters, Social Science, Natural Science, and Commerce.

for admission must have the ability to sing at sight music of moderate difficulty, to write simple music from dictation, and to play the piano sufficiently well to accompany a high school chorus.

Admission to the School of Physical Education

(a) Two-year Course:

The requirements for admission are the same as the minimum requirement stated above, with the addition that the credits presented must include Physiology, and either Physics or Chemistry.

(b) One-year Course:

Graduation from the General Professional School, or its equivalent, with sufficient and satisfactory credit in Physical Education.

II. *Of Applicants not Presenting High School Credentials*

(a) Admission is granted to applicants who are able to show by acceptable credentials from accredited private secondary schools qualifications fully equivalent to those indicated in the stated requirements.

(b) Holders of California teachers' certificates of the grammar grade or of certificates of first grade from other states, who have taught with ability and success for two or more years, will be admitted to regular courses of the General Professional School provided they satisfy the stated prerequisites. Such students will, before graduation, be required to make good any deficiency in their preliminary training whose existence their work in this school may reveal.

(c) Teachers of experience, not candidates for graduation, who give evidence of their preparation to enter regular classes will be admitted to the school as visiting teachers for the purpose of doing special work. Their choice of subjects in all cases will be made with the approval of the Committee on Visiting Teachers. No visiting teacher will be permitted to attend classes for more than one year without fulfilling regular requirements for admission.

III. *Of Applicants for Advanced Standing*

Advanced standing is not given upon credits received in four-year high school courses, but a student who in his high school course has included the full equivalent of one or more prescribed Normal School courses may be allowed to omit such prescribed courses and elect as a substitute therefor an equal number of units of other work.

(A) Credits obtained in the state normal schools of California or other states are honored for the work represented by them.

- (B) Credits offered by undergraduates of colleges and universities of good standing are accepted so far as they cover, or are deemed fair equivalents of, the work of the regular course of study. In pursuance of this plan, one year's credit on the General Course is given for two years' work of college grade, whether pursued in college or in accredited post-graduate high school courses.
- (C) Students who have received the bachelor's degree from a college requiring not less than eight years of high school and college training will be admitted to individual courses, covering two terms, devoted mainly to pedagogical study and practice teaching. Satisfactory completion of this work will entitle students to a diploma of graduation from the General Course.

Order of Admission

Owing to the fact that the number of applicants for admission is greater than can be accommodated, the Board of Trustees has authorized the limitation of the number to be admitted, to the reasonable capacity of the school. The applications of those whose credentials are complete will be accepted in the order of satisfactory matriculation. High school principals may send recommendations of students upon or after the first day of the month within which their graduation is to occur. Each such recommendation will be considered as provisional but will serve to secure the applicant's place as a candidate for admission until his graduation from high school and his final credentials have been filed, provided such credentials are presented within the ten days immediately following graduation. If they are not so filed the applicant's advantage of priority will be considered as forfeited. Applications will be filed in the order received, and applicants will be admitted according to the order in which their final and complete credentials are filed. Heretofore this provision has been liberally construed in the cases of applicants for advanced standing; but because of the conditions already stated, the rule of priority of application will of necessity be strictly adhered to. The places of any applicants for admission who fail to appear on the opening day for registration, as announced in the Calendar, will be filled by those next in order, provided they present themselves on the following day.

TABULATION OF COURSES

I. THE GENERAL PROFESSIONAL SCHOOL

General Course for the Training of Elementary Teachers:

(A) *Professional Courses*, 39 units required.

Psychology I -----	5 hours	5 units
Psychology II -----	5 hours	5 units
Education I -----	5 hours	5 units
Education II, <i>or</i>		
Education III, <i>or</i>		
Education IV -----	5 hours	5 units
Education V -----	1 hour	1 unit
Observation I -----	5 hours	3 units
Practice Teaching I, II; III-----	15 hours	15 units

(B) *Basal Courses** 35 units required.

Art -----	5 hours	3 units
English I -----	5 hours	5 units
English II -----	5 hours	5 units
Geography I -----	5 hours	5 units
Handwork I -----	5 hours	3 units
History I -----	5 hours	5 units
Mathematics III -----	5 hours	5 units
Music I -----	5 hours	3 units
Physical Education I -----	5 hours	3 units
Reading I -----	5 hours	5 units
Science I -----	5 hours	5 units
Science III -----	5 hours	5 units
Sewing I -----	5 hours	3 units

A student who in his high school course has included the equivalent of one or more of the basal courses listed above, may, upon application to the secretary of the faculty, receive permission to substitute for such course or courses other work in the same subject matter.

If more than 74 units be chosen from above courses, the additional units will be credited as electives.

(C) *Elective courses*, 35 units required.

To be made up of courses not included in above requirements.

*NOTE.—Every candidate for graduation from the General Professional School will be required to furnish evidence, by credentials, tests, or completion of appropriate courses, of adequate preparation for giving instruction in the subjects required by law to be taught in the elementary schools.

Evidence of satisfactory fulfillment of the requirements in English language and composition may be furnished either by examination or by satisfactory class work in English I.

These courses may be chosen from any of the several departments and schools, provided all prerequisites are satisfied. These courses must be chosen in accordance with the following plan:

1. Group Elective: 20 units chosen from one department or from two or more closely related departments. (A student whose high school course has included four years of language, and who is recommended in at least 45 units of high school work, may take his group elective in modern languages, provided he elects 25 units of either French or German.)

2. Free Elective: A sufficient number of units (15 as a rule) to bring the aggregate up to 109, chosen without restriction, except as indicated in the prerequisites of the various courses.

II. THE SCHOOL OF COMMERCIAL TRAINING

Courses in Commerce for the Training of Departmental Teachers and Supervisors.

The work of the second and third years will not be offered during 1915-16, with the possible exception of a course in Shorthand and Typewriting.

The following courses will be open to general students and offered each term: Penmanship I, Bookkeeping I (which was known during 1914-15, as Mathematics VI), and Typewriting I.

The complete three-year course will lead to the general elementary certificate, and the special commercial certificate, which will be recognized in the ninth grade of the intermediate school.

Required:

(a) Professional	51	hours	49	units
(b) Departmental	64	hours	46	units
(c) Supplemental	18	hours	23	units
Elective, (including 25 units of basal work)	51-55	hours	45	units
Total	184-189		163	

FIRST YEAR.

	Hours	Units
<i>First Term.</i>		
English I	5	5
Bookkeeping I (Math. VI)	3	3
Penmanship I	5	3
Supplemental	6	6
Totals	19	17
<i>Second Term.</i>		
Psychology I	5	5
Mathematics III	5	5
Bookkeeping II	3	3
Penmanship II	3	2
English III	3	3
Totals	19	18
<i>Third Term.</i>		
Psychology II	5	5
Bookkeeping III	5	5
Penmanship III	5	3
Typewriting I	5	3
Observation I	5	3
Totals	25	19

SECOND YEAR.

Not to be offered in 1915-16.

	Hours	Units
<i>First Term.</i>		
Shorthand and Typewriting I	10	8
Economics or Commercial Law I	5	5
Teaching I	5	5
Totals	20	18
<i>Second Term.</i>		
Shorthand and Typewriting II	10	8
History IV, or Geography VIII	5	5
Teaching II	5	5
Totals	20	18
<i>Third Term.</i>		
Shorthand and Typewriting III	10	8
Education I	5	5
Teaching III	5	5
Totals	20	18

III. THE SCHOOL OF FINE ARTS

Courses in Art for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Diploma. Two-Year Course.

FOR HIGH SCHOOL GRADUATES.

(a) Required professional work-----	39 hours	37 units
(b) Required departmental work-----	93 hours	54 units
(c) Supplemental work -----	18-23 hours	17 units

Total -----	151 hours	108 units
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art Appreciation and History I -----	1	1	Psychology II -----	5	5
Criticism I -----	1	0	Art Appreciation and History IV -----	1	1
Drawing and Painting I-----	5	3	Criticism IV -----	1	0
Composition and Design I-----	5	3	Drawing and Painting IV-----	3	2
Perspective -----	2	1	Outdoor Sketching II-----	2	1
Outdoor Sketching I-----	4	2	Costume Design -----	4	2
Mechanical Drawing I-----	5	3	Art Methods I-----	2	2
Supplemental -----	5	5	Teaching I -----	5	5
Total -----	28	18	Total -----	23	18
<i>Second Term</i>			<i>Second Term</i>		
Psychology I -----	5	5	Education I -----	5	5
Art Appreciation and History II -----	1	1	Supplemental -----	5	3
Criticism II -----	1	0	Art Appreciation and History V -----	1	1
Drawing and Painting II-----	4	2	Criticism V -----	1	0
Composition and Design II--	4	2	Teaching II -----	5	5
Mechanical Drawing II-----	5	3	Interior Decoration I-----	4	2
Supplemental -----	5-8	6	Drawing and Painting V-----	5	3
Total -----	25-28	19	Total -----	26	19
<i>Third Term</i>			<i>Third Term</i>		
Art Appreciation and History III -----	1	1	Teaching III -----	5	5
Criticism III -----	1	1	Art Methods II-----	2	2
Drawing and Painting III-----	5	3	Art Appreciation and History VI -----	1	1
Composition and Design III--	5	3	Criticism VI -----	1	1
Art Crafts I -----	5	3	Drawing and Painting VI-----	3	2
Observation I -----	5	3	Outdoor Sketching III-----	3	2
Supplemental -----	3-5	3	Interior Decoration II-----	4	2
Total -----	25-27	17	Illustration I -----	4	2
			Total -----	23	17

B. For the Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR COURSE OR ITS EQUIVALENT.

(a) Required professional work-----	21 hours	21 units
(b) Required departmental work-----	42 hours	22 units
(c) Supplemental work -----	11-19 hours	11 units
Total -----	74-82 hours	54 units

	Hours	Units
<i>First Term</i>		
Teaching IV -----	5	5
Art Methods III -----	2	2
Costume Design II -----	4	2
History of Costume -----	1	1
Drawing and Painting VII -----	5	3
Outdoor Sketching IV -----	3	2
Criticism VII -----	1	0
Supplemental -----	2-4	2
Total -----	22-24	17
<i>Second Term</i>		
Teaching V -----	5	5
Art Methods IV -----	2	2
Composition and Design IV -----	5	3
Art Crafts II -----	4	2
Drawing and Painting VIII -----	4	2
Criticism VIII -----	1	0
Supplemental -----	5-7	5
Total -----	25-27	19
<i>Third Term</i>		
Teaching VI -----	5	5
Art Methods V -----	2	2
Art Crafts III -----	4	2
Illustration II -----	4	2
Outdoor Sketching V -----	4	2
Criticism VIII -----	1	1
Supplemental -----	4-8	4
Total -----	24-28	18

IV. THE SCHOOL OF HOME ECONOMICS

Courses in Home Economics for the Training of Departmental Teachers.

A. For General Professional Diploma and Elementary Home Economics Diploma. Three-Year Course for High School Graduates.

Required:

(a) Professional work	56 hours	54 units
(b) Departmental work	74 hours	48 units
(c) Supplemental work	40 hours	26 units
(d) Elective (to include 24 units of basal work)	35-41 hours	35 units
Total	211 hours	163 units

FIRST YEAR			SECOND YEAR			THIRD YEAR		
Hours	Units		Hours	Units		Hours	Units	
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Cooking III	5	3	Bacteriology	5	3
Chemistry I, Lecture	2	2	Costume Design	4	2	Home Economics Teaching	4	4
Chemistry I, Laboratory	4	2	Home Management	2	2	House Furnishing I	4	2
*Mathematics I	5	5	Observation	5	3	*Physical Education I	5	3
*Penmanship, or Library Methods	3	2	Psychology II	5	5	Education III	5	5
Physiology	5	5	Sewing III	5	3	School Law	1	1
Total	24	19	Total	26	18	Total	24	18
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Cooking IV	5	3	Dietetics I	5	3
Cooking I	5	3	Education I	5	5	Sewing IV	6	4
*English I	5	5	Home Economics Education, D.A.	2	2	General Teaching	5	5
Chemistry II, Lecture	2	2	Home Economics Education, D.S.	2	2	Education II, III, or IV	5	5
Chemistry II, Laboratory	4	2	Home Economics Teaching	4	4			
Sewing I	5	3	Millinery I	5	3			
Total	26	18	Total	23	19	Total	21	17

<i>Third Term</i>		<i>Third Term</i>		<i>Third Term</i>	
Cooking II	5	Cooking V	3	Food Production	2
Nursing	3	General Teaching	3	History of Home Economics	2
Psychology I	5	*Geography I	5	Home Economics Teaching	6
Sewing II	5	Laundry	3	*Music	5
Textiles, Lecture	2	School Hygiene, Education VII	2	Education IV	3
Textiles, Laboratory	4	Special Problem	2		5
Total	24	Total	18	Total	20
					18

*NOTE—Other courses may be chosen instead of these, but if these are elected they should be taken during the particular terms in which they appear in the above schedule.

B. For Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE ELEMENTARY HOME ECONOMICS COURSE OR ITS EQUIVALENT.

Required:

(a) Professional	10 hours	10 units
(b) Departmental	28 hours	16 units
(c) Supplemental	31 hours	23 units
Elective	5 hours	5 units
<hr/>		
Total	66 hours	54 units

	Hours	Units
<i>First Term</i>		
Teaching IV	5	5
Sewing V	6	3
Cooking VI	6	3
Chemistry III, Lecture	2	2
Chemistry III, Laboratory	4	2
Hygiene and Sanitation	3	3
<hr/>		
Total	26	18
<i>Second Term</i>		
Electives	5	5
Sociology	5	5
Millinery II	5	3
Cooking VII	5	3
History of Costume	3	2
<hr/>		
Total	23	18
<i>Third Term</i>		
Teaching VI	5	5
Chemistry IV, Lecture	2	2
Chemistry IV, Laboratory	4	2
House Furnishing II	3	2
House Plans and Architecture	5	3
Dietetics II	6	4
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Total	25	18

V. THE SCHOOL OF KINDERGARTEN TRAINING

Course for the Training of Kindergarten Teachers.

FOR THE KINDERGARTEN DIPLOMA. TWO-YEAR COURSE FOR HIGH SCHOOL GRADUATES.

(a) Required professional work-----	44 hours	42 units
(b) Required departmental work-----	60 hours	46 units
(c) Supplemental work -----	22 hours	20 units

Total ----- 126 hours 108 units

FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I -----	5	5	Education I -----	3	3
Art I -----	5	3	Teaching I -----	10	10
Theory I -----	2	2	Program I -----	3	3
Games I -----	2	1	Theory VI -----	2	2
Handwork Ik -----	5	3	Stories III -----	2	2
Story Work I -----	2	2			
Piano -----	2	1			
Total -----	23	17	Total -----	20	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I -----	5	5	Education III -----	5	5
Music Ik -----	5	3	Education V -----	1	1
Theory II -----	2	2	Teaching II -----	5	5
Games II -----	2	1	Program II -----	3	3
Handwork IIk -----	5	3	Hygiene -----	2	2
Observation I -----	5	3	Handwork IVk -----	2	2
Total -----	24	17	Total -----	18	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II -----	5	5	Teaching III -----	5	5
Theory III -----	2	2	Program III -----	3	3
Games III -----	2	1	Theory V -----	2	2
Handwork IIIk -----	5	3	Games IV -----	2	1
Story Work II -----	2	2	Supplemental -----	7	7
Supplemental -----	5	5			
Total -----	21	18	Total -----	19	18

VI. THE SCHOOL OF MANUAL ARTS

Courses in Manual Arts for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Diploma. Two-Year Course for High School Graduates.		
(a) Required professional work.....	32 hours	32 units
(b) Required departmental work.....	97 hours	59 units
(c) Supplemental work	25 hours	17 units

Total	154	108
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5
Science I	5	3	Drawing	5	3
Wood Shop I	5	3	Teaching I	5	5
Handwork I or Bookbinding	5	3	Wood Shop IV, or Hand-		
Mechanical Drawing II	5	3	work III	5	3
			Leather I	5	3
Total	25	17	Total	25	19
<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5
Mechanical Drawing II	5	3	Teaching II	5	5
Wood Shop II	10	6	Wood Shop V, or Clay II, or		
Clay I	5	3	Textiles II	10	6
Industrial Materials	2	2	Metal Craft I	5	3
Total	27	17	Total	25	19
<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5
Education IV	2	2	Organization of Courses	5	3
Applied Design	5	3	Wood Shop V, or Metal		
Mechanical Drawing III or			Crafts II, or Leather II	10	6
Elective	5	3	Textiles I, or Elective	5	3
Wood Shop III or Handwork					
II and Textiles I	10	6			
Total	27	19	Total	25	17

B. For the Secondary Diploma. Three-year Shop Course for High School Graduates.

(a) Required professional work	53 hours	53 units
(b) Required departmental work	147 hours	89 units
(c) Supplemental work	26-30 hours	20 units

Totals ----- 226-230 hours 162 units

FIRST YEAR			SECOND YEAR			THIRD YEAR		
Hours	Units		Hours	Units		Hours	Units	
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5	Teaching IV	5	5
Science I	5	5	Teaching I	5	5	Architectural Drawing I, or Machine Drawing I	10	6
Mechanical Drawing I	5	3	Wood Shop IV, or Metal Shop III	5	6	Shop Elective	10	6
Wood Shop I	5	3	Elective	5	3			
Handwork I, or Bookbinding	5	3						
Total	25	17	Total	25	19	Total	25	17
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5	Teaching V	5	5
Mechanical Drawing II	5	3	Teaching II	5	5	Architectural Drawing II, or Machine Drawing II	10	6
Wood Shop II	10	6	Wood Shop V, or Metal Shop IV	10	6	Shop Elective	10	6
Clay I, or Metal Shop I	5	3	Metal Craft I	5	3			
Industrial Materials	2	2						
Total	27	17	Total	25	19	Total	25	17
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5	Education II	5	5
Art III	5	3	Organization of Courses	5	3	Education IX	1	1
Mechanical Drawing III	5	3	Wood Shop VI, or Metal Shop V	10	6	Teaching VI	5	5
Wood Shop III, or Metal Shop II	10	6	Elective	5	3	Shop Elective	10	6
Education IV	2	2				Elective	5	3
Total	27	19	Total	25	17	Total	26	20

C. For the Secondary Diploma. Three-Year Craft Course for High School Graduates.

(a) Required professional work	53 hours	53 units
(b) Required departmental work	137 hours	83 units
(c) Supplemental work	34-40 hours	26 units
Totals	224-230 hours	162 units

FIRST YEAR			SECOND YEAR			THIRD YEAR		
Hours	Units		Hours	Units		Hours	Units	
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Psychology II	5	5	Teaching IV	5	5
Science I	5	5	Teaching I	5	5	Architectural Drawing IV	10	6
Mechanical Drawing I	5	3	Drawing	5	3	Shop Elective	10	6
Wood Shop I	5	3	Leather I	5	3	Art Appreciation I	1	1
Handwork I	5	3	Bookbinding I	5	3			
Total	25	17	Total	25	19	Total	26	18
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Education I	5	5	Teaching V	5	5
Mechanical Drawing II	5	3	Teaching II	5	5	Shop Elective	10	6
Wood Shop II	10	6	Leather II	10	6	Elective	10	6
Clay I	5	3	Metal Craft I	5	3	Art Appreciation II	1	1
Industrial Materials	2	2						
Total	27	17	Total	25	19	Total	26	18
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching III	5	5	Teaching VI	5	5
Applied Design	5	3	Organization of Courses	5	3	Education II	5	5
Education IV	2	2	Metal Craft II	10	6	Shop Elective	10	6
Clay II	10	6	Textiles I	5	3	Art Appreciation III	1	1
Mechanical Drawing III	5	3				Education V	1	1
Total	27	19	Total	25	17	Total	22	18

VII. THE SCHOOL OF MUSIC

Courses in Music for the Training of Departmental Teachers.

A. For the Elementary Diploma. Two-Year Course for High School Graduates.

(a) Required professional work-----	45 hours	37 units
(b) Required departmental work-----	78 hours	54 units
(c) Supplemental work -----	18 hours	18 units

Total -----	141	109
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Methods I-----	3	1	Harmony I-----	5	5
History and Appreciation I-----	5	3	Songs I-----	5	3
Ear Training I-----	2	1	Chorus Conducting IV-----	1	1
Material I-----	3	2	Psychology II-----	5	5
Chorus Conducting I-----	1	1	Teaching I-----	5	5
Supplemental -----	10	10			
Totals -----	24	18	Totals -----	21	18
<i>Second Term</i>			<i>Second Term</i>		
Psychology I-----	5	5	Harmony II-----	5	5
Methods II-----	3	1	Songs II-----	5	3
History and Appreciation II-----	5	3	Chorus Conducting V-----	1	1
Ear Training II-----	2	1	Education I-----	5	5
Materials II-----	3	2	Teaching II-----	5	5
Chorus Conducting II-----	1	1			
Supplemental -----	3	3			
Totals -----	22	16	Totals -----	21	19
<i>Third Term</i>			<i>Third Term</i>		
Methods III-----	3	2	Harmony III-----	5	5
History and Appreciation III-----	5	3	Songs III-----	5	3
Ear Training III-----	2	1	Chorus Conducting VI-----	1	1
Materials III-----	3	2	Methods IV-----	1	1
Chorus Conducting III-----	1	1	Teaching III-----	5	5
Supplemental -----	5	5			
Observation I-----	5	3			
Totals -----	24	17	Totals -----	17	15
Junior Voice-----	6	3	Senior Voice -----	6	3

B. For the Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR COURSE.

(a) Required professional work.....	15 hours	15 units
(b) Required departmental work.....	30 hours	24 units
(c) Supplemental work	15 hours	15 units
Total	60	54

	Hours	Units
<i>First Term</i>		
Harmony IV.....	5	5
Appreciation IV.....	2	1
European History (VI).....	5	5
Material IV.....	2	1
Teaching	5	5
Chorus Conducting.....	1	1
Totals	20	18
<i>Second Term</i>		
Harmony V.....	5	5
Appreciation V.....	2	1
Material V.....	2	1
Sociology	5	5
Teaching	5	5
Chorus Conducting	1	1
Totals	20	18
<i>Third Term</i>		
Harmony VI.....	5	5
Appreciation VI.....	2	1
Material VI.....	2	1
Supplemental	5	5
Teaching	5	5
Chorus Conducting	1	1
Totals	20	18
Totals	60	54

NOTE.—May not be offered in 1915-16.

VIII. THE SCHOOL OF PHYSICAL EDUCATION

Courses in Physical Education for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Diploma. Two-Year Course.

(a) Required professional work.....	40 hours	38 units
(b) Required departmental work.....	67 hours	50 units
(c) Supplemental work	25 hours	21 units

Total	132	109
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FIRST YEAR

SECOND YEAR

	Hours	Units		Hours	Units
<i>First Term</i>			<i>First Term</i>		
Anatomy I.....	5	5	Gymnasium Practice III.....	5	3
Gymnasium Practice I.....	5	3	Psychology II.....	5	5
Games	3	2	Science II.....	5	5
English I.....	5	5	Teaching I.....	5	5
Handwork I.....	5	3			
Totals	23	18	Totals	20	18
<i>Second Term</i>			<i>Second Term</i>		
Anatomy II.....	5	5	Corrective Gymnastics I.....	3	2
Kinesiology	2	2	Symptomatology	2	2
Theory of Gymnastics I.....	3	3	Playground Organization.....	5	3
Gymnasium Practice II.....	5	3	Folk Dancing II.....	2	1
Folk Dancing I.....	2	1	Education I.....	5	5
Reading II.....	5	5	Teaching II.....	5	5
Totals	22	19	Totals	22	18
<i>Third Term</i>			<i>Third Term</i>		
Theory of Gymnastics II.....	2	2	Corrective Gymnastics II.....	2	1
Gymnastic Teaching.....	2	2	Track Athletics	2	2
Athletics	3	3	Gymnasium Practice IV.....	5	3
English III.....	5	3	Emergencies and Anthropo-		
Psychology I.....	5	5	metry	2	2
Observation I	5	3	Education II.....	5	5
			Teaching III.....	5	5
Totals	24	18	Totals	21	18

B. For the Secondary Diploma. One-Year Course.

FOR GRADUATES OF THE TWO-YEAR GENERAL PROFESSIONAL SCHOOL OR ITS
EQUIVALENT.

	Hours	Units
<i>First Term.</i>		
Anatomy I.....	5	5
Gymnastic Teaching.....	2	2
Emergencies and Anthropometry.....	2	2
Athletics.....	5	3
Corrective Gymnastics I.....	3	2
Theory of Gymnastics I.....	3	3
Gymnastic Observation.....	2	1
Totals	22	18
<i>Second Term.</i>		
Anatomy II.....	5	5
Kinesiology	2	2
Playground Organization.....	3	3
Theory of Gymnastics II.....	2	2
Teaching I.....	5	5
Folk Dancing II.....	2	1
Totals	19	18
<i>Third Term.</i>		
Corrective Gymnastics II.....	2	1
Gymnasium Practice IV.....	5	3
Track Athletics	2	2
Science II.....	5	5
Teaching II.....	5	5
Symptomatology	2	2
Totals	21	18

COURSES OF STUDY

I. THE GENERAL PROFESSIONAL SCHOOL

For information concerning courses given in the various special schools and open to election by students of the General Professional School see explanations of the courses of these schools in later pages of this Bulletin.

EXPLANATION OF THE COURSES

THE DEPARTMENT OF ENGLISH

MR. HOWE
MISS SEAMAN
MISS MILLER

MISS BAUGHMAN
MISS PURDUM
MISS WIEBALK

English I: Grammar and Composition

A course dealing with the fundamentals of correct written expression, from the constructive point of view. The grammatical principles essential to a proper use of the language are studied. Clear organization of thought and correct technical form in written discourse are given particular attention. Daily practice in the making of outlines and briefs, in letter writing and in other practical forms of written composition is provided.

Five hours. Five units.

English II: Literature in the Elementary School

Nature and function of literature; its educational values. Types of literature adapted to grade work; the story, and its uses in education. Story-telling; dramatization; the elementary literature course. Pedagogical principles involved in the teaching of literature.

Five hours. Five units.

English III: Oral English

Principles of spoken discourse; relation of oral to written composition. Daily practice in oral expression; informal and extemporaneous discussion of current topics. Debates and parliamentary drill. Adaptation and presentation of stories suited to the elementary grades.

Five hours. Three units.

English IV: Advanced English Grammar

Structure and logic of the sentence. Parts of speech, and their functions. English inflection, historic and current. Grammatical analysis. Grammatical foundation for elementary language teaching.

Five hours. Five units.

English V: Advanced Composition

Practical constructive work in the various literary forms, particularly those of the greatest utility to the grade teacher. The writing of the short story. Planning, outlining, and writing themes in exposition and description. Self-cultivation in English.

Three hours. Three units.

English VI: History of English Literature

Outline sketch of the historic development of literature in English, with illustrative readings and study in the successive periods.

Five hours. Five units.

English VII: The Shakespearian Drama

A reading of a number of Shakespeare's plays, and a careful study of two or more. Elements of dramatic technique. Sketch of the English drama before Shakespeare.

Five hours. Five units.

English VIII: Victorian Poetry

An interpretative study of typical selections from the poetry of Wordsworth, Tennyson, Browning, and other poets of the period. Appreciation, rather than formal analysis and criticism.

Five hours. Five units.

English IX: Nineteenth Century Prose

Careful reading of several essays chosen from Carlyle, Arnold, Froude, Pater, Newman, or other representative essayists, for interpretation of thought and appreciation of literary qualities.

Five hours. Five units.

English X: Language Teaching in the Elementary Grades

Informal phases of oral and written language, including the use of the State text-books. The teaching problems involved in the acquirement of life vocabularies and easy habits of correct oral and written expression on the part of children are investigated, and appropriate methods evolved. Emphasis is laid upon the creative aspects of language work.

Three hours. Three units.

English XI: Language Teaching in the Intermediate Grades

Grammar and composition. Use of the State text-books in English.

Three hours. Three units.

English XII: American Literature

Outline of the history of American literature, with assigned reading and study of selected authors.

Three hours. Three units.

(May not be offered in 1915-1916.)

THE DEPARTMENT OF GEOGRAPHY

MR. CHAMBERLAIN

MRS. BECK

MISS BAUGH

MISS MCCLELLAN

The life of man is profoundly influenced by his environment. The distribution of temperature and moisture determines, in large measure, the character of his food, clothing, shelter, occupations, and mental development. The topography and the natural resources of the land influence the location of cities, the lines of transportation, and industrial and social conditions. Man reacts upon his environment, partially overcoming it and adapting it to his needs. Through these innumerable and long-continued responses much of human progress has come.

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Elementary Physiography

This course is for students not offering entrance recommendations in physical geography. Considerable time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

*Five hours. Five units.***Geography II: North America**

An intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, climate and natural resources upon industrial, commercial and social development is carefully considered. Reference is frequently made to the teaching of geography in the elementary school.

Prerequisite, Geography I, or equivalent. *Five hours. Five units.*

Geography III: Europe

Emphasis is placed upon the countries of western Europe. The responses which man has made to his geographic environment receive much attention. The part which Europe plays in world activities.

Prerequisite, same as for Geography II.

*Five hours. Five units.***Geography IV: Asia**

The effect of physiographic conditions upon the life of man in Asia. Geographical relations between this continent and the Pacific Coast of North America.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography V: South America

The influence of tropical and temperate climates upon the distribution of population and the development of the continent. The nature and the exploitation of the natural resources. Relation of the Panama Canal and the Transandean Railway to commerce.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VI: Africa and Australia

Causes and influences of the great forests and deserts. The mineral wealth. Colonial possessions. Development of industries and routes of travel.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VII: World Geography

Intended for students not majoring in geography and who desire a very brief study of some of the leading countries of the world. The United States, the British Isles, France, Germany, Russia, Italy, Austria-Hungary, India, China, Japan, and parts of South America, Africa and Australia are discussed. The State Series of Geographies are used.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VIII: Economic Geography

In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend "the factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography IX: Advanced Physiography

This course includes a thorough study of physiographic processes and their resulting land forms, together with the intimate relations between these and human activities. Laboratory and field work receive much attention. Field trips are made to points within easy reach of Los Angeles, and the forms and forces there represented studied. Those who may desire to teach geography in secondary schools will find this course especially helpful.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography X: Geography of the Pacific Coast

In this course a somewhat detailed study of position, coast line, surface, drainage, climate and natural resources is made. This is followed by a consideration of the influence of physical environment upon human conditions. Spanish influence in the early history of California, the western trails, mining, the petroleum industry, lumbering, agriculture, the development of manufacturing, the building of roads, the improvement of harbors, the influence of the Panama canal and the growth and character of the population are topics which are given particular attention.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography XI: Special Method in Geography

In this course the fundamental purpose of geography as an instrument of education, its place in the course of study and its relation to other subjects in the curriculum are discussed. The principles of geography as applied to the actual observation of lessons in the Training School and to printed courses of study are considered. The course of study as followed in the Training School is taken up grade by grade. The most prominent elementary geographies, and especially the State Series, are critically examined. The value, selection and use of maps, globes, models, charts, diagrams and pictures receive attention. A selected bibliography for the use of the teacher is worked out.

Prerequisite, Geography I and any other course, excepting Geography IX.

Five hours. Five units.

THE DEPARTMENT OF HISTORY

MISS SNYDER

MRS. GAINES

MISS LATHAM

History

This course is a review of the important phases of American History, with organization of some of the materials suitable for the seventh and eighth grades. Emphasis is placed upon the value of practical application of material, as well as upon the aims, methods and problems of the grammar grade teacher. Use of the State Series of histories.

Five hours. Five units.

History II: Primary History Methods and Materials

This course is intended to give the student an insight into the possibilities of history teaching in the elementary grades. The development of the child regulates the choice of material to be offered, and the demand that may be made in return.

Five hours. Five units.

History III

Course includes a brief study of the principles of government—national, state and local. The work is made as practical as possible by the investigation and application of current problems.

Prerequisite, High School United States History and Civics or its equivalent.

Five hours. Five units.

History IV: Economic and Industrial History of the United States

This is an elective course open to the students having had High School United States History or its equivalent.

Five hours. Five units.

History V: Pacific Coast History

In this course, so far as possible, source material is used. The work consists of the history of California, the acquisition, settlement and organization of Alaska, the Oregon territory and Utah, along with problems of current interest to citizens of the Pacific coast states.

Prerequisite, History I or II or an equivalent.

Five hours. Five units.

History VI

This course includes a survey of the institutions and conditions of Medieval Europe. It is of value to the student as a means of understanding many institutions of our own time. May not be offered during 1915-16.

Five hours. Five units.

History VII

This is a study of English History in which especial emphasis is laid upon nineteenth and early twentieth century England.

Prerequisite, History VI.

Five hours. Five units.

THE DEPARTMENT OF MATHEMATICS

MISS COLLIER

MR. DRISKO

An additional instructor to be appointed.

Mathematics I

A review of the entire subject of arithmetic, including the development of number, its practical applications, and its pedagogy. Special emphasis is placed upon local arithmetic as illustrated in the banks, factories, offices, etc., of the city. Original problems and graphs based upon observed data.

Five hours. Five units.

Mathematics II: Primary Arithmetic

A practical study of subject matter and methods of instruction appropriate to the lower grades of the elementary school. The course is designed particularly for those who intend to specialize in primary teaching.

Five hours. Five units.

Mathematics III: Business Arithmetic

A detailed study of the subject in its application to business of all kinds. Much time is devoted to drills on the fundamental operations for the purpose of gaining speed, especially in addition and multiplication of fractions. The course is intended for those who expect to specialize as teachers of arithmetic in higher grammar grades or in the intermediate school.

Five hours. Five units.

Mathematics IV: Elementary Algebra

A review of high school algebra, with special emphasis upon the teaching of algebra in the intermediate schools. Open to the same class of students as Mathematics I.

Five hours. Five units.

Mathematics V: Elementary Geometry

A review of plane geometry, with special emphasis upon the correlation of algebra and geometry in beginning mathematics. Open to the same class of students as Mathematics I.

Five hours. Five units.

Mathematics VI: (Same as Bookkeeping I)

The purpose of this course is to develop the double entry principle, including business and financial statements. The student is taught the value of accuracy and familiarized with ordinary commercial papers. This course corresponds to the work commonly offered in seventh and eighth grades and is open to general students.

Three hours. Three units.

THE DEPARTMENT OF MODERN LANGUAGES

MISS HANDY

French I

Beginning, or first year French. This course includes grammar, reading, composition, daily conversation, songs, study of various phases of French life, as the geography and history of the nation, government, schools, social customs, etc.

Five hours. Five units.

French II

Continuation of preceding course.

Five hours. Five units.

French III

Continuation of preceding course.

*Five hours. Four units.***French IV**

Second year French. This course includes advanced grammar, reading, and composition, study of literary style of various authors, sight translation, current events in French, daily conversation, articles from French magazines, art, music, places of interest, etc.

*Three hours. Three units.***French V**

Continuation of preceding course.

*Three hours. Three units.***French VI**

Continuation of preceding course.

*Five hours. Five units.***German I**

Beginning, or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation, songs, games, and poetry, study of the geography, history and government of Germany, schools, social customs, traveling, places of interest, etc.

*Five hours. Five units.***German II**

Continuation of preceding course.

*Five hours. Five units.***German III**

Continuation of preceding course.

*Three hours. Three units.***German IV**

Second year German. This course includes advanced reading, grammar, composition, daily conversation, current events in German, magazine articles, study of literary style of various authors, drama, art, music, poetry, ancient mythology, famous operas by German composers, sight translation, Sprachgefühl, etc.

*Three hours. Three units.***German V**

Continuation of preceding course.

*Four hours. Four units.***German VI**

Continuation of preceding course.

Five hours. Five units.

THE DEPARTMENT OF PRACTICE TEACHING

MR. SHEPARDSON	MISS VEVERKA	MISS DAVIS	MISS CAMPBELL
MISS OSGOOD	MRS. SECKLER	MISS ROBINSON	MISS KAHLEY
MISS WELLS	MISS MACKENZIE	MISS WALLOP	MISS KELS
MRS. BERNAYS	MRS. PRESTON	MR. ANGIER	MISS MACPHERSON

Two additional training teachers are to be appointed before the opening of the fall term, September 10, 1915.

Observation I

This course is especially preparatory to the first teaching practice. Arrangements are made so that students may observe weekly series of lessons in the various subjects of the curriculum in grades from the kindergarten to the ninth year, inclusive. These lessons are given to children of the Training School by expert teachers, usually by training teachers or conference teachers, each of whom has at least one conference with observing students in connection with each weekly series.

Observation I, for students in the General Professional School, is required in the Junior A term, or in the first term for students admitted to Senior standing.

Five hours Three units.

Observation II

The series of lessons in Observation II may correspond to those in Observation I or series may be planned on the basis of subjects or of grades. This course is especially designed for Senior B's of the General Professional School. After one term of practice teaching they should observe more intelligently than in Observation I. Consequently, more nearly complete interpretation will be expected in the conferences in connection with the series of lessons.

Senior A's who may not have had the opportunity to take this course in the Senior B term may be admitted if there is room.

Observation II is elective.

Five hours. Three units.

Teaching I, II, and III

The center of the distinctly professional training is experience in teaching. Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1914-1915), or as cadet teachers in other Los Angeles city schools. No student is assigned to cadet teaching who has not had some practice in one of the training schools.

All students except those who enter with Senior standing, before receiving the first teaching assignment should have had a course in the subject matter they are to teach and a course in the methodology of this subject, but must have had one or the other and also Observation I.

Teaching I, II, and III are required Senior courses, each a five-hour, five-unit course.

Practice in teaching is usually afforded in a lower (1-3), a middle (4-6), and an upper (7-9) grade, under constant constructive criticism. Student-teachers are urged to be self-critical and are entrusted with classes in order that they may be prepared for teaching by practice under actual schoolroom conditions.

Teaching IV

Students who wish additional practice in general teaching or who wish to specialize in teaching, either in a certain subject or in a certain grade or group of grades, may elect Teaching IV, provided there is opportunity to furnish the practice. The privilege of electing Teaching IV must always be obtained at the office of the Supervisor of Practice Teaching before the work is undertaken.

Usually there is opportunity for a limited number to obtain credit in Teaching IV in special kinds of work in Los Angeles, such as in evening schools, in continuation school work, in playground work, in gardening, etc.

Teaching IV is elective; number of hours and amount of credits arranged with individual student.

NOTE.—At least one half of all teaching credits obtained (teaching not accredited on credentials), must be of "recommended" grade.

THE DEPARTMENT OF PSYCHOLOGY AND EDUCATION

MR. WADDLE
MR. MACURDA
MR. DARSIE

MISS FERNALD, Director of the Psychological Laboratory.
MISS PATTERSON
MISS WIEBALK
DR. HOAG

MR. ROOT
MISS VEVERKA

Two additional teachers are to be appointed in this department for 1915-1916.

Since the recognized function of the Normal School is the professional training of teachers, there are included among the subjects required of all students such courses as are deemed indispensable. All students are required to take courses known as Psychology I, Psychology II, and Education I, unless presenting advanced credits for equivalent work. In addition to these the student taking the work of the General Professional School is required to elect either Education II, III, or IV.

The order in which the required courses in psychology and education are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it. Thus physiology, which precedes Psychology I, gives the student a basis for the appreciation of the biological viewpoint which dominates all the work in psychology and education, and, by placing special emphasis upon the development and function of the nervous system, is distinctly preparatory to Psychology I. Psychology I should usually be taken either in the second or third term of the Junior year, Psychology II in the first term of the Senior year, Education I in the second term of the Senior year and the alternative and elective courses whenever the student has had the necessary prerequisites. When students find it impossible to enroll in Psychology II classes during the first term of their Senior year, they may take Education II, III, or IV, that term, but should not take Education I until they have had Psychology II.

In all the courses offered by the department it is the constant purpose to articulate the study of psychology and education with life in general and with the student's work in teaching.

PSYCHOLOGY

Psychology I: Educational Psychology

The course aims to give a knowledge of the fundamental facts of consciousness. The interdependence of body and mind and the effects of environment upon mental development are emphasized. The limits and meaning of education are treated from the biological and genetic points of view.

Prerequisite, Science I or its equivalent.

Five hours. Five units.

Psychology II: Child Psychology

This study is contemporary with the first practice teaching, when the students feel keenly the need of a knowledge of children.

The work consists of recitations, occasional lectures, reviews of literature by students, and reports of individual observations they have made. The aim of the course is to acquaint students with the most important established facts and principles of mental and physical growth; to enable them to recognize types and individual differences among children; to teach them to notice, interpret, and deal properly with defects; and, above all, to cultivate in them an intelligent sympathy with children. Emphasis is laid upon those phases of the subject which are most closely concerned with actual schoolroom work.

Prerequisite, Psychology I, or its equivalent, and senior standing.

Five hours. Five units.

Psychology III: Advanced Educational Psychology

The problems of modern psychology which are most important for educational theory are studied concretely. Much attention is given to the results of experimental pedagogy, the acquisition of motor skill, and the economy of learning. A special study is made of methods of mental diagnosis and individual child development. Each student is required to do a certain amount of practical work in connection with the course.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology

This course is a continuation of Psychology III, and may be elected by students who have had sufficient training in psychological methods to justify specialization in the subject. The work will consist of a study of the literature, the observation of clinical work, and the direct study of individual problems.

Prerequisites, Psychology I and III, or equivalent courses.

Hours and units by individual arrangement.

EDUCATION

Education I: Pedagogy and School Economy

This course, made up of two somewhat distinct parts, consists of lectures, assigned readings, reports, and recitations based on textbooks. The work presupposes a knowledge of the established facts of educational psychology and child study, attention being directed to the practical bearing of these facts upon the work of the teacher.

In the first phase of the work the following are among the chief topics considered: the meaning of education; the aims of education; the function of the school and of the teacher in sublimation, development, or regulation of the native capacities, instincts, and interests of children; the media of education, and the general features of method in education.

In the second phase of the work the administrative aspects of teaching are considered, together with those personal and professional qualifications of the teacher essential to the successful administration of his office.

Prerequisite, Psychology I and II.

Five hours. Five units.

Education Ik

This course consists of the broader aspects of Education I and those parts of it that best supplement the other courses in education and management taken in the Kindergarten Course. It is open to kindergarten students only.

Prerequisites, Psychology I and II.

Three hours. Three units.

Education II: History of Education

A brief survey of the history of education as the history of the conscious development of mankind. It comprehends a general study of the principal educational movements, with a somewhat intensive consideration of the more important tendencies of modern education, as the psychological, scientific, social, and ethical.

The aim of the course is to enable the students to form a conception, in the light of history, of the meaning, function, nature, process, and means of education, and thereby to win a more complete mastery of the conditions and problems of the present world of educational theory and practice.

Prerequisite, senior standing.

Five hours. Five units.

Education III: Primary Education

The purpose of the course in primary education is to acquaint the student with the nature and needs of the children in the primary grades. Problems of adjustment to each other of the child and the daily program are discussed. Definite methods of teaching all subjects in the primary grades are formulated. Demonstration lessons are also given with primary children, showing children at work, and the appli-

cation of the methods formulated. Special attention is given to such subjects as, plans, programs, outlines, seat work, sources of materials, story telling, games, gardening, motivation, handwork and ethics. Special study of the kindergarten and Montessori methods is made from the viewpoint of their contribution to primary education. An effort is made to follow the children in their periods of development through the primary grades, and to set definite tests by which their physical, intellectual, and spiritual growth may be measured.

Prerequisite, senior standing.

Five hours. Five units.

Education IV: Rural Education

The aim of the course is to present the conditions and problems of rural life and rural education, to point out the advantages, disadvantages, and present needs of the rural community, and to familiarize the student with the industrial, economic, social, and educational interests of the country so that he may understand and appreciate rural life in all its phases.

Considerable attention is given to the organization and management of the rural school, to the means of vitalizing the school work, and to the ways by which the school may be made to meet community needs and solve community problems most effectively.

Prerequisite, senior standing.

Five hours. Five units.

Education V: School Law

In this course practice in the keeping of a school register in a legal way is given each student. Attention is also centered on the provisions of the State Constitution concerning education, and the closely related portions of the Political Code. Emphasis is laid on the legal duties of superintendents, boards of education, school trustees, and teachers, and on the financial support of our common schools.

One hour. One unit.

Education VI: School Hygiene

The work of this course consists of lectures and assigned readings, the following being among the chief topics:

Mental hygiene, including the physical basis of fatigue, tests and signs of fatigue, proper alternations of work and rest, home study, sleep, hygienic aspects of recesses, vacations and class grading.

The hygiene of the learning process in reading, spelling, writing, drawing and other subjects.

The health of the teacher.

The care of the school building.

Prerequisite, Psychology I and II.

Three hours. Three units.

Education VII: Experimental Pedagogy

Students who have a sufficient basis of scholarship and practical experience may elect to take up experimental investigation of teaching problems. The course will require the reading of the literature bearing on the subject investigated, a thesis giving a detailed account of

the investigation made, with its relation to other studies in the same field, and an oral examination and defense of the thesis.

Prerequisite, Psychology I and II, and Education I.

Hours and units by individual arrangement.

Education VIII: Kindergarten Education

This is a short course in Kindergarten Education designed especially for students of the General Professional School. It will include a study of the work of Froebel as compared with that of other educators, and the underlying principles of the Kindergarten with their application in the elementary school. The materials of the Kindergarten will be considered: Songs, games, stories, conversations, handwork, accompanied by practical demonstration with the students. One hour each week will be given to observation of the children and their activities in the Kindergarten.

Prerequisite, senior standing.

Three hours. Three units.

Education IX: Educational Sociology

This course is designed to introduce the student to some of the simpler principles of sociology and to stimulate practical investigation of such sociological problems as are most intimately connected with education. Students are encouraged to become familiar with the current literature of the subject. Rural school problems are especially considered.

Prerequisite, senior standing.

Five hours. Five units.

THE DEPARTMENT OF READING

MRS. HUNNEWELL

MISS KEPPIE

MISS COGSWELL

Reading I

This course is designed to help the students interpret and express appreciation of good literature, to improve the quality of the speaking voice, to establish a natural ease of manner and cultivate voice projection in speaking and reading, and to apply the principles of directness, clearness, and force in conducting class work, and also in the oral presentation of prepared subjects. (Text: *Evolution of Expression*, Vol. I.)

Phonetics, diacritical marking, and dictionary drill.

Five hours. Five units.

Reading II

This course is a continuation of Reading I. (Text: *Evolution of Expression*, Vol. II.) Pantomime, platform deportment, responsive drill and expressive voice culture.

Prerequisite, Reading I.

Five hours. Five units.

Reading III

This course deals with the method of teaching primary grade reading and phonetics; the place that childhood activities, rhymes, story-telling, literature and dramatization occupy in teaching primary reading; seat work and its relation to reading and phonetics.

Prerequisites, Reading I and Junion A standing.

Three hours. Three units.

Reading IV

Reading Method: This course deals with the subject matter of the reading courses in the intermediate and grammar grades; methods of presentation; the place and the use of phonetics and dramatization; also special oral expression and voice training in the eighth and ninth grades.

Prerequisites, Junior A standing and Reading I.

Three hours. Three units.

THE DEPARTMENT OF SCIENCE

MR. MILLER
MR. OLDER

MR. HUMMEL
MISS HALLAM

MISS HOLLISTER
MISS ATSATT

Science I: Physiology and Hygiene I

This subject is required of all students who do not bring entrance credits in it. To give the students of the Normal School adequate training for the proper teaching of physiology in the grades, the subject is made as definite, systematic, and concrete as possible. The care of the body and the wider application of the laws of hygiene are the main end. The course deals not only with personal hygiene, but with the care of the schoolroom and the home, with some of the great questions of public health, and with methods of teaching. Emphasis is placed upon the importance of proper exercise, bathing and clothing, care of the teeth, eyes and voice; what to do in emergencies, effect of stimulants and narcotics, and the necessity of temperance in all things. Without scientific knowledge of such matters a teacher can not arouse the interest of pupils and help them to form those habits which will insure their usefulness in life.

The teaching of this subject in the grades finds its illustration in the various classes of the Training School. Preparation of material for such instruction, the making of lesson outlines, observation and discussion of class work, and the teaching of the subject as opportunity permits are required in connection with and following the course.

Five hours. Five units.

Science II: Physiology and Hygiene II

A continuation of more advanced studies in Physiology, having especial reference to the hygienic aspects of the science.

Five hours. Five units.

Science III: Nature Study

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

A number of zoological types are dealt with in such a way as to illustrate the ethical, the biological, and the economic method of treatment in teaching. A personal acquaintance on the part of the student with the animals and plants of his environment is a constant aim, as a means of developing an understanding of the organism as a member of the biological society. This end is attained by a system of reports and discussions of the observations made by each student upon his environment.

Five hours. Five units.

Science IV: Agriculture I

The point of view of the course is that of agriculture as a human-interest subject now firmly placed upon scientific principles, and co-ordinate with other science work in the schools. The scientific principles of agriculture are illustrated in the classroom by demonstrations and experiments, and by observation and actual practice in the school garden, where also, as far as practicable, skill in the art of gardening is sought. In conjunction with and supplementing the garden work, the lath house and greenhouse afford opportunity for practice in the various forms of plant propagation, such as sowing seeds in flats, making and rooting cuttings in sand, and potting and repotting plants.

While much of the course necessarily is concerned with an acquirement and grasp of the materials of agriculture, including a survey of California agriculture, as much time as is consistent is devoted to a consideration of agriculture as a field of nature study resting upon a sound pedagogical basis, and in this is emphasized the almost infinite possibilities of elementary agriculture as a leavening influence in the rural school community.

Five hours. Five units.

Science V: Agriculture II

This course continues the agricultural science of Course IV. It comprises a study of several of the most important farm industries, including dairying, poultry raising, general farming, and orchard practice. Among the topics considered are the feeding and care of animals, the handling of products, the use of the Babcock test, and marketing. The leading farm and orchard crops are also studied, with special attention to cultural methods, cost of production, and marketing. Classroom instruction is supplemented by as large an amount as practicable of experimental work and by numerous observation trips.

Prerequisite, Science IV.

Five hours. Five units.

Science VI: Bionomics

An elective course open to students of Junior A standing. Lectures, reading, and discussions dealing with the fundamental laws governing living organisms. Designed particularly for teachers and dealing with some biological aspects of education.

Five hours. Five units.

Science VII: Agriculture III

This course is fundamentally a preparation for teaching school gardening. It consists in a study of the work of gardening as carried on in the Normal Training School and other schools, in addition to reference work on the subject. Practical work is given in the lath house and garden, including plant propagation, repotting and transplanting plants, preparation of flats, and getting plants ready for the garden.

The course also includes an elementary study of the principles of landscape gardening and the use of these principles as applied to school and home grounds.

Prerequisite, Science IV.

Five hours. Five units.

COURSE IN LIBRARY METHODS

MISS FARGO

This course is intended as an introduction to the use of books and the library, also to the organization and management of school libraries. The course deals with two phases of the subject:

(a) Use of the Library—The book, its structure and care; classification and arrangement of books; use of the card catalog; use of reference books; periodicals and periodical indexes.

(b) Library Management—Book selection and buying; preparation of books for the shelves; library records, accession book, shelf-list; children's reading and books; charging systems.

Five periods a week for a term of twelve weeks are assigned each pupil. Two periods each week are given to lecture work and the other periods are devoted to practice work in the library, under close supervision, where principles outlined in the lecture are demonstrated.

The first part of the course is the practical use of the library, arranged to meet the requirements of the average normal school student.

The second part is intended to qualify the student to organize and administer intelligently a school library.

Each student is required to make an extensive bibliography before the term closes. This is in a measure review work, covering the entire term's work, as it requires considerable research and involves the use of much of the material studied and discussed. *Five hours. Three units.*

II. THE SCHOOL OF COMMERCIAL TRAINING

MR. AUSTIN

One additional instructor to be appointed.

Only the first year will be offered during 1915-1916, with the possible exception of a course in shorthand and typewriting.

The complete three-year course is to be so arranged as to incorporate the requirements of the general professional course, which leads to the general elementary certificate, and a sufficient number of units of commercial training to entitle the holder to a special certificate for teaching in the ninth grade.

The student who desires to do special teaching in commercial subjects is advised to plan for the three-year course upon entering. No diploma will be granted until the entire three-year course has been completed.

Those who have had commercial training elsewhere may make appropriate substitutions.

There will be opportunity for teaching in the Training School along commercial lines.

It will be possible for students who have been in the normal school for a full year ending in June, 1915, and whose work has been chosen with such a purpose in view, to obtain both diplomas by doing 108 more units of work. Work to be offered later will also provide for those who have been graduated from the general professional course.

If possible, Typewriting I should be taken in Junior A term.

EXPLANATION OF THE COURSES

Courses which are offered in the general department of the school, and form a part of this two-year course, are explained elsewhere.

Bookkeeping I

The purpose of this course is to develop the double entry principle, including business and financial statements. The student is taught the value of accuracy and familiarized with ordinary commercial papers.

Bookkeeping II

Time is given to journalizing, making opening entries, trial balances, statement of different forms, closing the ledger, and analyzing accounts.

Prerequisite, Course I.

Three hours. Three units.

Bookkeeping III

The work offered in this course will be of such nature and scope as to complete the requirements for teaching the subject as it is presented in the intermediate schools. It will include the use of corporation and financial books.

Prerequisite, Bookkeeping II.

Five hours. Five units.

Penmanship I

Arm movement and other fundamental principles. This course is offered each term and is open to students of the General Professional School.

Five hours. Three units.

Penmanship II

A continuation of Penmanship I with special emphasis upon sentence and paragraph writing. Open to students of the General Professional School who have had Penmanship I or its equivalent.

Three hours. Two units.

Penmanship III

A continuation of Penmanship II with special emphasis upon page writing. Open to students of the General Professional School who have had Penmanship I and II, or their equivalent.

Five hours. Three units.

Typewriting I. Touch Method

Finger exercises. Mastery of the keyboard and a study of the machine. Writing such matter as will properly locate the hands with reference to the keyboard and fix correct habits. This course is offered each term and is open to students of the General Professional School.

Five hours. Three units.

Shorthand and Typewriting I

A thorough study of the first ten lessons in the Gregg manual. The typewriting is a continuation of Typewriting I. It is desirable that all commercial students should take Typewriting I in the third term of the Junior year. Typewriting is taken during the period immediately following shorthand.

Ten hours. Eight units.

Shorthand and Typewriting II

Gregg manual completed and reviewed. Typewriting is taken during the period immediately following shorthand.

Prerequisite, Shorthand and Typewriting I. *Ten hours. Eight units.*

Shorthand and Typewriting III

Dictation and accurate transcription. Mimeographing, and carbon duplicating. Taking dictation outside of the department and transcribing ready for the mail or printer.

Prerequisite, Shorthand and Typewriting II. *Ten hours. Eight Units.*

III. THE SCHOOL OF FINE ARTS

MISS GERE
MISS CRAWFORD

MISS BROOKS
MISS PINKNEY

MISS HAZEN
MISS CHANDLER

Advanced Standing

With all applications for advanced standing at entrance, the work itself as well as the credentials upon which the application is based, should be submitted; or in cases where this is impossible, an examination will be given.

Supplemental

Physiology must be included in the supplemental work of the two-year course, unless the subject has been pursued in the high school.

Purpose of the School of Fine Arts

The purpose of the School of Fine Arts is, first, to develop appreciation in the students, and to lead them to express themselves in terms of art; and, second, to prepare them to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, followed by original work in composition, and by drawing and painting from nature.

The elements and principles of art are studied through both creative exercises and representation.

Each step in the work is illustrated by photographs of architecture, sculpture and painting, drawings, Japanese prints, textiles, pottery, and other fine examples. These examples, studied for a definite purpose, strengthen the work of the student and encourage an appreciative interest in the history of art.

Theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. More advanced work includes the planning of equipment and of study-courses, and teaching, under supervision.

EXPLANATION OF THE COURSES

Art I

Illustrated talks on art appreciation. Study of the principles of proportion, rhythm, subordination, opposition and transition, through simple exercises in line, notan and color. Flower arrangement. Drawing and painting from nature, as flowers and fruit. Leaf perspective. Landscape composition. Color scales and schemes.

Five hours. Three units.

Art II

Art appreciation, Principles and elements of art. Lettering. Still-life. Drawing and painting from birds and animals. Bird and animal compositions. Color harmony. Wood-block printing. Methods of teaching art.

Five hours. Three units.

Art III: Applied Design

Art appreciation. Principles and elements of art. Adaptation of design to material, as designs for clay, metal, and weaving. Color harmony. *Five hours. Three units.*

The courses listed above are open to election by students of the Normal School not candidates for the diploma of the School of Fine Arts.

Art Appreciation and History of Art, I, II, III, IV, V, VI

An appreciative study of architecture, sculpture, painting, and design, and their historical development. *Each course one hour. One unit.*

Composition and Design, I, II, III, IV

Theory of art structure. Principles of proportion, subordination, rhythm, etc., and elements of line, notan and color. Studied first through simple exercises, application of knowledge gained to special problems, such as tiles, stained glass, lettering, textiles, etc., color theory, scales and schemes. *Courses I and IV, each five hours. Three units.*

Courses II and III, each four hours. Two units.

Perspective

A study of the principles of perspective as applied to the needs of the art student. The principles studied in this class are applied in studio work and in outdoor sketching. *Two hours. One unit.*

Mechanical Drawing

Courses I and II are required of all art students. (See Department of Manual Arts.) *Each course five hours. Three units.*

Outdoor Sketching I, II, III, IV, V

Study of landscape composition and technique in reproductions of masterpieces. Choice of subject. Drawing and painting from nature. Study of values, massing of dark and light, light and shadow, and color. Mediums: Charcoal, crayola, watercolor, and oil.

Courses I and V, each four hours. Two units.

Course II, two hours. One unit.

Courses III and IV, each three hours. Two units.

Illustration I, II

Study of pictorial composition. Decorative requirements in book illustration. Relation of the illustration to the printed page. Story-telling in terms of art. Illustration of legends and fairy tales.

Each course, four hours. Two units.

Criticism I, II, III, IV, V, VI, VII, VIII, IX

Every week the entire work of each student is put up for comparison and criticism. *Each course one hour. One unit for three courses.*

Costume Design I, II

Study of the principles and elements of art applied to Costume Design. Sketching from figure. Discussion of colors, lines and materials in relation to the individual student. *Each course four hours. Two units.*

History of Costume (Lecture Course)

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. Course illustrated by photographs, and lantern slides. *One hour. One unit.*

Art Crafts I, II, III

The relation of design to various handicrafts. Printing of textiles with wood blocks, dyeing, stenciling, weaving, embroidery, stained glass windows, etc. Fitness of the design to the qualities and limitations of the material in each case a problem for special study.

Four hours each. Two units.

Interior Decoration I, II

Application of the principles of harmony in line, dark and light, and color, to design in architecture, construction, and surface decoration.

Original design with special problems in architectural detail, house decoration, furniture, carpets, wall decoration and interior plans. Studio work, with individual and class criticism.

Four hours each. Two units.

Drawing and Painting I, II, III, IV, V, VI, VII, VIII

The study of significant line, from photographs, prints, flowers, figures, casts, etc. Memory drawing silhouettes. Study of notan in charcoal, wash, and cut paper, from photographs, still life, figure, etc. Color harmony from Japanese prints, still life, flowers, figure, in water color, cut paper, crayola, and oil colors. Special course in blackboard drawing. Advanced work from the figure, and oil painting from still life.

Courses I, III, VII, five hours. Three units.

Courses II, V, VIII, four hours. Two units.

Course IV, three hours. Two units.

Course VI, two hours. One unit.

Art Methods I, II, III, IV, V

Structural (synthetic) methods of art teaching compared with academic (analytic) methods; how to train for power and appreciation. Discussion of public needs; art and industry; art and other subjects in the curriculum; school conditions; experiments with method and materials; research; reports of observation; teaching under criticism; lesson plans and planning of courses of study. Observation lessons will be given to illustrate certain phases of school work.

Discussion of children's work and problems arising in teaching, such as use of materials, kind of materials best suited to different problems, and ways of presentation calculated to minimize the need for discipline.

Two hours each. Two units.

IV. THE SCHOOL OF HOME ECONOMICS

MISS PALMER MISS (LAURA G.) SMITH MISS CHILTON MISS MACPHERSON
 MISS (MABEL M.) SMITH MISS EVANS MISS BECKETT
 MISS HALLAM (After April, 1916)

EXPLANATION OF THE COURSES

Home Economics Education

A study of Domestic Art and Domestic Science with special reference to laboratory equipment, cost, and care; courses of study, adaptation to time, place, and local conditions; application of educational principles and methods to specific problems in grade cooking and serving.

Four hours. Four units.

Food Production and Manufacture

Lectures, reading, excursions to manufacturing establishments and reports on the processes inspected. Studies of availability and cost of foods; adulteration and substitution; pure food regulations.

Prerequisite, General Chemistry. *Two hours. Two units.*

Chemistry I: General Inorganic Chemistry

Lectures and laboratory. *Six hours. Four units.*

Chemistry II: Food Chemistry 1

Lectures and laboratory. Study and examination of carbohydrates, fats, and proteins. *Six hours. Four units.*

Chemistry III; Food Chemistry 2

Lectures and laboratory continued. *Six hours. Four units.*

Chemistry IV: Household Chemistry

Study of water, fuels, hydrocarbons, alcohol, acids, soaps, dyes, and cleaning agents used in the household. Lectures and laboratory.

Six hours. Four units.

Bacteriology

Lectures and laboratory exercises. *Five hours. Three units.*

Hygiene I: Hygiene and Sanitation

Effect of environment upon health; sanitary control of food, air, and water; disposal of garbage and sewage; micro-organisms as cause of disease; prevention and control of communicable disease by isolation, quarantine, disinfection, inoculation and other protective measures.

Three hours. Three units.

Administration I: Nursing

Elementary home nursing and first aid; domestic emergencies; first aid and simple procedure in home care of the sick.

Three hours. Three units.

Administration II: Domestic Laundering

Discussion, demonstration, laboratory work; principles and processes.
Four hours. Two units.

Administration III: Household Management

Reading and discussion. The budget and its apportionment; choice of dwelling; moving and settling; house furniture, utensils, and appliances; supplies, household service; maintenance.
Two hours. Two units.

Sociology

Elements of sociology, lectures, readings, and discussions.
Five hours. Five units.

Sewing I

Covers work of the first six grades in the Elementary School. Class demonstration and criticism in presentation of subject-matter. Prerequisite or parallel, Art I.
Five hours. Three units

Sewing II

Course in garment making. The use of the sewing machine and its attachments. Use of commercial patterns.
Five hours. Three units.

Sewing III

Study of fabrics, line and color. Making of wash dresses, with special attention to design and careful workmanship.
Five hours. Three units.

Sewing IV

Dressmaking. Crinoline modeling and drafting. Making of wool and silk dresses.
Six hours. Four units.

Sewing V

Dressmaking advanced. Evening dresses; draping and pattern making.
Six hours. Three units.

Millinery I

Making and covering of simple buckram and rice net frames. Elements of wire frame making.
Five hours. Three units.

Millinery II

Wire frames. Modeling in rice net. The making of several hats of different materials and types. Special attention given to design and workmanship.
Five hours. Three units.

Costume Design

Designing of costumes for the individual. Study of lines, colors and styles best suited to various types. *Four hours. Two units.*

Textiles

A study of the primitive industries and their relations to the modern period. Study of the important fibres used in the manufacture of fabrics, the processes of manufacture, design, adulteration, etc. The collecting and arranging of materials for teaching various phases of the work.

Six hours. Four units.

History of Costumes

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. *Three hours. Two units.*

House Furnishing I

The application of the principles of proportion, subordination, etc., to household art. Color harmony. Use of color in different exposures; its effect upon the eye. Spacing as applied to divisions of wall, curtains, arrangements of flowers, pottery, etc. Discussions of wall papers, draperies, damask, etc. *Four hours. Two units.*

House Furnishing II

A continuation of the work done in the first course, with special emphasis on the economic selection of modern house furnishings.

Three hours. Two units.

House Plans

Application of mechanical drawing to house plans. Study of suitable site, floor plans, elevations, heating, lighting and ventilating. To accompany the course in architecture. *Four hours. Two units.*

Architectural Appreciation

Illustrated lectures on the elements and development of architecture.

One hour. One unit.

*Cookery I

Elementary Cookery. Lectures and laboratory work. Study of the fundamental food principles. Special attention to methods of teaching cookery in the grades. *Five hours. Three units.*

Cookery II

Food preparation, lectures and laboratory work in the different processes of cooking. *Five hours. Three units.*

Cookery III

Continuation of Cookery II.

Five hours. Three units.

Cookery IV

Planning and serving of meals. Home cooking. School cafeteria problems. *Five hours. Three units.*

Cookery V

Cooking for invalids and infants. Preparation and serving. *Five hours. Three units.*

Cookery VI

Fancy cookery. Lectures and laboratory. *Six hours. Three units.*

Cookery VII

Institutional cookery. Lectures and laboratory exercises. *Five hours. Three units.*

Dietetics I

Lectures, recitations, laboratory work. Nutritive value of foods and the nutritive requirements of the body. Food values studied quantitatively and problems for different ages and conditions worked out concretely. *Five hours. Three units.*

Dietetics II

Continuation of Dietetics I. *Six hours. Four units.*

***COOKERY LABORATORY UNIFORM:**

1. White, *plain* tailored shirt waist.
 - (a) May have round or pointed neck.
 - (b) Sleeves *below* the elbow.
2. No colored ribbons or ties.
3. Large white bib apron, completely covering the skirt.
 - (a) Light weight Indian head, duck or similar material.
 - (b) Apron pattern, Butterick 5361.
 - (c) Placket buttoned down 6 inches.
4. No jewelry.

V. THE SCHOOL OF KINDERGARTEN TRAINING

MISS MASCORD

MISS GREENWOOD

MISS DOUGLAS

MISS KNIGHT

MISS WHITE

EXPLANATION OF THE COURSES

This department offers to the student the general educational training necessary to all teachers, together with a broad training in the special kindergarten principles and methods.

Kindergarten Principles and Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in his Mother-Play and Education of Man, and the relation of these to modern educational theory and practice.

Theory I, II and III: The Mother-Play

Each two hours. Two units.

Theory IV: The Education of Man

Two hours. Two units.

Theory V: Kindergarten Literature

Two hours. Two units.

Handwork

Lectures, discussions and practical work. These courses are designed to equip the student with a practical knowledge of those materials which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork Ik, IIk, IIIk

The gifts and occupation-materials of the kindergarten.

Each five hours. Three units.

Handwork IVk: Constructive Handwork

This is advanced handwork suitable for the oldest kindergarten children and the primary grades. It embraces constructive work with paper, cardboard, raffia, yarn, and simple woodwork. The problems of the doll house and its equipment, and of the making of children's simple toys, are worked out.

Two hours. Two units.

Program I, II, III

Lectures, discussions and required readings. This course aims to make application of the principles of kindergarten theory in practical work. The kindergarten materials are studied with a view to the formulation and arrangement of a kindergarten program.

Each three hours. Three units.

Story Work

Stories hold an important place in the kindergarten program. This course aims to acquaint the student with the sources of good literature for children and to give standards of selection and adaptation.

Stories I, II, III

A study of classic myths, folklore, the fairy tale and the fable. In addition Mother Goose, finger plays, simple poems, humorous stories, Bible stories, are given. A consideration of the principles of selection, methods of presentation, and practice in story telling throughout the course.

Each two hours. Two units.

Games and Hygiene

The purpose of this course is to bring the student into greater sympathy with child life through the actual playing of children's games. Games are played which are suitable both for the indoor room and the outdoor gymnasium.

Aside from this, the history and psychology of play are studied and the relation of play to life is considered.

Games and Hygiene I, II, III

Activity plays, rhythm, and representative exercises developed into traditional and kindergarten games. Play spirit emphasized.

Each two hours. One unit.

Games and Hygiene IV, V

The study of the history of play; the psychology of play, with its motives and theories; play as related to physical development.

After this general knowledge is attained, the student is encouraged to develop original games. The hygienic problems of kindergarten management also are considered.

Each two hours. One unit.

Piano

A course designed to give practical knowledge of kindergarten rhythms and songs, to develop, by actual use of the piano in class, ability in spirited and rythmical accompaniment of activities and sympathetic accompaniment of songs.

Two hours. Two units.

Music Ik

Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression.

Five hours. Three units.

VI. THE SCHOOL OF MANUAL ARTS

MR. KENT
MISS RICHARDSON
MISS WHITICE
MISS BLANCHARD
MR. ANGIER

MR. MANSFIELD
MISS ROBB
MISS TYRRELL
MR. REAVIS
MR. CALKINS

Two diplomas are offered by this school: (a) the Elementary Diploma, granted upon the satisfactory completion of two years of work, including teaching in the Training School; (b) the Secondary Diploma, granted upon the satisfactory completion of three years of work, including teaching in the Intermediate School or the Normal School, or both.

For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one line of work. Students who expect to complete both the General Professional School and Manual Arts Courses are advised to enroll first in the School of Manual Arts.

Two or even three years can not afford sufficient preparation to teach all of the Manual Arts subjects. Students are therefore expected to select, not later than the end of their first year of residence, those subjects in which they prefer to specialize, and upon graduation will be recommended to the County Board of Education for certificates in those branches of work.

TWO-YEAR COURSE

The two-year course in Manual Arts is maintained for those who intend to teach or supervise the manual arts subjects in the elementary schools. Upon the satisfactory completion of this course a diploma of elementary grade is granted.

THREE-YEAR SHOP COURSE

This course is designed for those who wish to teach either Wood-working or Metal-working and Instrumental Drawing in intermediate or secondary schools. At the completion of the course the student is granted a secondary diploma.

THREE-YEAR CRAFT COURSE

The purpose of this course is to meet the needs of those students who intend to teach the Art Crafts, Instrumental Drawing, and Design in intermediate and secondary schools. Completion of this course entitles the student to a diploma of secondary grade.

EXPLANATION OF THE COURSES

Organization of Manual Arts Courses

A brief history of the development of the Manual Arts movement in this country, followed by a discussion of the theory and economics of the present course of study.

Five hours. Three units.

Industrial Materials

A study of the distribution of forest products, textile materials, minerals, etc.; their transportation to manufacturing centers, and preparation for use.

Two hours. Two units.

Teaching

The teaching assignments will usually be for five periods, but may be varied to suit the requirements of the different lines of work.

HANDWORK

These courses deal with those forms of Manual Arts which are practical in the first five grades of the elementary school.

Handwork I

Introduction to materials and processes used in the elementary school.

Five hours. Three units.

Handwork II

Emphasis is placed on simple cardboard and thin wood construction.

Prerequisite, Handwork I.

Five hours. Three units.

Handwork III

Emphasis is placed on textile materials and processes, simple sewing, crocheting, knitting and basketry.

Prerequisite, Handwork II.

Five hours. Three units.

Handwork Methods:

Prerequisite, Handwork I.

Two hours. Two units.

CRAFT COURSES

Prerequisite—All craft courses must be preceded by at least one course in Art.

Bookbinding I

Elementary course dealing with problems suitable to grade work.

Five hours. Three units.

Bookbinding II

This course deals with materials and processes used in practical bookbinding. Practice in binding, repairing, and rebinding books.

Five hours. Three units.

Bookbinding III

Continuation of Course II, including the lettering and tooling of book covers.

Five hours. Three units.

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration and technique. *Five hours. Three units.*

Clay II

Continuation of Clay I, together with casting, throwing, firing and glazing. *Ten hours. Six units.*

Clay III

Course and hours to be arranged with instructor.

Metal Craft I

Processes of raising, saw-piercing, etching, soldering, repoussé work and enameling. *Five hours. Three units.*

Metal Craft II

Continuation of Course I, together with chain-making, stone-setting, leaded glass and molding. *Ten hours. Six units.*

Metal Craft III

Course and hours to be arranged with instructor.

Leather I

Decoration of leather by means of tooling, modeling, incising, inlaying and coloring, and making up articles. *Five hours. Three units.*

Leather II

Continuation of Course I, together with some advanced bookbinding. *Ten hours. Six units.*

Leather III

Course and hours to be arranged with instructor.

INSTRUMENTAL DRAWING**Mechanical Drawing I**

Geometric problems, conic sections, and lettering. *Five hours. Three units.*

Mechanical Drawing II

Orthographic projections. *Five hours. Three units.*

Mechanical Drawing III

Orthographic projections continued and a brief treatment of isometric and cabinet projection. *Five hours. Three units.*

Architectural Drawing I

or

Ten hours. Six units.

Machine Drawing I

Architectural Drawing II

or

*Ten hours. Six units.***Machine Drawing II****WOOD-WORKING COURSES****Wood Shop I**

Beginning bench work consists of work in soft and hard wood, the correct use and proper care of the common wood-working tools, and the application of stains and other finishes. *Five hours. Three units.*

Wood Shop II

Joinery and cabinet work. Continuation of Course I.

*Ten hours. Six units.***Wood Shop III**

Cabinet and furniture design and construction.

*Ten hours. Six units.***Wood Shop IV**

Wood turning.

*Ten hours. Six units.***Wood Shop V**

Pattern making.

*Ten hours. Six units.***Wood Shop VI**

Pattern making continued.

Ten hours. Six units.

Additional work in Wood Shop to be arranged for with instructor.

METAL-WORKING COURSES**Metal Shop I**

Chipping and filing; tool making and tempering.

*Five hours. Three units.***Metal Shop II**

Forging in iron and steel; tool making and dressing.

*Ten hours. Six units.***Metal Shop III**

Molding and foundry practice.

*Ten hours. Six units.***Metal Shop IV**

Machine shop practice.

*Ten hours. Six units.***Metal Shop V**

Machine shop practice continued.

Ten hours. Six units.

Additional work in Metal Shop to be arranged for with instructor.

VII. THE SCHOOL OF MUSIC

MISS WRIGHT MISS BLEWETT MISS GOUGH MISS (MABEL) BARNHART
 MRS. VAUGHN MISS (JUNE) BARNHART

EXPLANATION OF THE COURSES.

Voice Culture

Given throughout the entire course.

Methods

A study of schoolroom problems and the adaptation of material to the grades in the light of pedagogical principles as developed in the Department of Education.

Methods I

The sensory period. Kindergarten, first and second grades.

Three hours. One unit.

Methods II

The associative period. Third, fourth, and fifth grades.

Three hours. One unit.

Methods III

The adolescent period. Sixth, seventh, and eighth grades.

Three hours. Two units.

Methods IV

General problems in supervision.

One hour. One unit.

History and Appreciation I

Relation of music to the other arts and to human life; music of the primitive, semi-civilized, Greek, Roman, and mediaeval periods; the epoch of vocal counterpoint; the development of monophony.

Programs illustrating the various periods.

Five hours. Three units.

History and Appreciation II

Development of music through the classic and romantic periods.

The study of programs by visiting artists and representative music organizations.

Five hours. Three units.

History and Appreciation III

The early nineteenth century and the modern period, illustrated by programs.

Five hours. Three units.

Ear Training I, II, III

The object of this course is to train the ear, to strengthen the musical memory, and to assist students to write from dictation.

Each two hours. One unit.

Harmony I

Intervals, scales, chord construction; different species of seventh and ninth chords; chord relation in cadence. Bytones; sub-tonic and sub-dominant harmony; melody writing; keyboard work; harmonization of melodies; analysis.

Five hours. Five units.

Harmony II

Supertonic, submediant and mediant harmony; chromatic chords; augmented sixth chords. Analysis, harmonization of melodies and original composition continued.

Five hours. Five units.

Harmony III

Continuation of chromatic harmonies; modulation by common chord and common tone; neapolitan sixth; advanced analysis and original composition.

Five hours. Five units.

Songs I, II and III

An analytical study of one-part, two-part, and three-part songs. Dictation. Interpretation.

Five hours. Three units.

Chorus Conducting

The use of the baton with grade and high school choruses and glee clubs.

One hour. One unit.

The following courses are offered especially for students of the General Professional School.

Music I

Sight singing.

Five hours. Three units.

Music II

Study of material. Chorus conducting.

Three hours. Two units.

Music III

Elementary theory. Terminology.

Five hours. Three units.

Students taking Music as a group elective are required to take the above courses and also History and Music Appreciation I, II and III.

Total, twenty-five hours, twenty units.

VIII. THE SCHOOL OF PHYSICAL EDUCATION

MISS JACOBS MISS GRUNEWALD MISS KELLS MR. DARSIE
An additional instructor in this school will be appointed for 1915-16.

EXPLANATION OF THE COURSES

Anatomy I

Study of the skeleton—bones, joints, muscles.

Five hours. Five units.

Anatomy II

Study of the circulatory systems, nerves and viscera.

Five hours. Five units.

Kinesiology

Study of joint mechanism, and the effect of postures and movements.

Two hours. Two units.

Theory I

Discussions of the need, the aims, and the effects of physical exercise.

Three hours. Three units.

Theory II

Discussions of selection and progression of exercises, and methods of teaching.

Two hours. Two units.

Corrective Gymnastics I and II

Study of posture, methods of correcting, and practical work with children.

I—Three hours. Two units. II—Two hours. One unit.

Symptomatology

Lectures on the nature, cause and symptoms of common diseases.

Two hours. Two units.

Emergencies and Anthropometry

First aid to the injured. Methods of measuring and testing the body and determining the normal and abnormal variations.

Two hours. Two units.

Gymnasium Practice I

Elementary Swedish gymnastics.

Five hours. Three units.

Gymnasium Practice II

Advanced Swedish gymnastics with apparatus.

Five hours. Three units.

Gymnasium Practice III

Teaching of elementary gymnastics.

Two hours. Two units.

Gymnasium Practice IV

Hand apparatus. Rhythms.

Five hours. Three units.

Playground Organization and Administration*Five hours. Three units.***Games**

Progressive elementary games.

*Three hours. Two units.***Athletics**

Organized games, such as volley ball, basket ball, field hockey.

*Five hours. Three units.***Track Athletics***Two hours. Two units.***Folk Dancing I**

Simple singing games and dances.

*Two hours. One unit.***Folk Dancing II**

Advanced folk and national dances.

Two hours. One unit.

The following courses are offered especially for students of the General Professional School.

Physical Education I

A practical course to meet the needs of the elementary schools.

Simple Swedish gymnastics with the principles underlying such work, tactics, methods of class arrangement, and presentation of games and folk dancing for all grades.

Lectures on personal hygiene, with special emphasis on the development of good posture.

*Five hours. Three units.***Physical Education II**

Advanced Swedish gymnastics. Apparatus work.

Prerequisite, Course I.

*Five hours. Three units.***Physical Education III**

Progressive plays and games. Practice teaching.

*Three hours. Two units.***Physical Education IV**

Athletics and field sports for the playground.

Prerequisite, Course III, or its equivalent.

*Two hours. One unit.***Physical Education V**

Exercises with light apparatus, such as dumb-bells, bar-bells, balls and Indian clubs. Rhythms.

*Three hours. Two units.***Physical Education VI**

Theory and practice of playground activities. Organization, equipment, supervision. Personal study of various phases of the work and working out of problems.

*Five hours. Three units.***Physical Education VII**

Folk dancing. A graded course in folk and national dances for the development of rhythm, self expression and the joy of the movement.

Two hours. One unit.

IX. THE TRAINING SCHOOL

The Training School has heretofore been a branch of the Los Angeles city school system, and in 1914-15 consisted of a kindergarten, the succeeding six grades of the Elementary school, and the three years (7-9) of the Intermediate school. Pupils were admitted upon the same terms as to the other city schools, the same general plan for classification and promotion obtained, and the customary reports of a city school were made to the city superintendent by the principal.

The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully. They are placed under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.*

To form the basis for growth the students are given abundant opportunity to observe the best teaching, for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

In 1914-15, the Training School was one of the public schools of the city of Los Angeles, and the pupils were subject to the possibility of change to other schools. Therefore, the courses of study for the schools of the city in the Kindergarten and the Elementary school were followed sufficiently to permit such changes to be made without loss to pupils, but they were followed only to the extent necessary to permit such changes. The pedagogical aims and the practices of the school and the courses of study to some extent are determined by the Normal School. During 1914-15, the first year of the Normal Training Intermediate School, the five courses of study for Intermediate schools of Los Angeles were followed, except that two suggested electives, Spanish and Latin, were not offered. Spanish will probably be offered as an elective in 1915-16.

Beginning with the school year 1915-16, the Normal Training School will be organized as a State school, independent of the Los Angeles city schools. The courses of study, however, will be so conducted as to permit ready transfer of pupils between the Training School and the schools of the city.

*NOTE.—Besides the Normal Training School, portions of two other city schools are utilized as supplemental training schools. In 1914-15 Fremont Avenue and Grand Avenue schools were so used. In addition, a number of students are given opportunity to do cadet teaching in other Los Angeles city schools.

GENERAL INFORMATION

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such students should consult the Counsellor of Women, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the Counsellor of Women will be in attendance at the building during the entire week preceding the opening of each school term.

Students may reduce living expenses by renting rooms and boarding themselves, but this plan is not recommended and will not be permitted without the approval of the Counsellor of Women. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Expenses

There is no charge for tuition, but certain fees are charged for special items of expense.

Incidental fee, payable at the beginning of each term by every student covering the cost of materials for ordinary class use, and including lecture and library fees, \$1.00.

Estimated average cost of books per term, \$5.00.

Term fee, payable to the student-body organization, for the maintenance of student activities, per term, 25 cents.

For students in the School of Fine Arts, per term, \$1.50.

For students in the School of Home Economics, for each of the courses in sewing and millinery, \$1.00; and for each of the courses in cookery, \$2.00.

For students in the School of Manual Arts, for use of equipment, and for such materials as are furnished, per term, \$2.00.

For students in the School of Music, lessons in voice culture are taken with private instructors, and paid for at prices agreed upon.

Fee for late registration, \$2.00.

Diploma fee upon graduation, \$2.00.

Estimated average cost of room and board, including light and heat, per month, \$25.00.

Room rent, without board, or with housekeeping privileges, \$12.50.

Loan Fund

For the purpose of aiding students who have completed half or more of their course of study, and who are unable without financial assistance

to continue their work until graduation, a students' loan fund, amounting to a few hundred dollars, has been established and is available under conditions which provide for its safety and equitable distribution. Several classes on their graduation have made substantial additions to the fund in the form of class memorials, thus expressing in a most practical way their loyalty to their alma mater and at the same time performing a valuable public service. The President of the school is treasurer of the fund.

Student Activities and Opportunities

For the promotion of social, literary, and other cultural interests among the students, there are maintained various associations and organizations customary in academic institutions—a Young Woman's Christian Association, a Newman Club, glee clubs, tennis and other athletic clubs, debating, literary, social and other such organizations.

Numerous lectures and addresses by well-known men and women, and musical and other entertainments by artists of note are provided by the school, as a rule, without expense to students.

The student-body maintains a bi-weekly publication, the "Normal Outlook," as its official organ, which affords a medium for the exploitation of student enterprises and ideals, as well as an opportunity for individual students to gain experience in the practical business of publication, and in writing for the press.

The "Exponent," the organ of the June graduating class, is another student enterprise of much interest and value. A number of literary and dramatic entertainments are presented during the year by various groups of students, one of the most important being the class play of the graduating class.

The Library

The Library is located in a separate building with a capacity of 50,000 volumes, fully equipped with modern library conveniences. The reading rooms, 136 feet by 107 feet, will accommodate about 400 students. The alcove system of arrangement of books has proved very satisfactory, affording the student access to more books on his subject, thus encouraging wider investigation.

Students in all departments are entitled to the free use of the library, which is open throughout the year every school day from 7:45 a.m. to 5 p.m., and from 9 a.m. to 12 m. on Saturdays. Shelves are open to all, and no restrictions are placed upon the use of books except such as are necessary to give all users of the library an equal opportunity. The library contains about 30,000 volumes and 6,000 pamphlets classified according to the Dewey decimal system of classification. Great care has been taken in the selection of books; the main purpose is to supplement, broaden and strengthen the course of study in every subject, so far as may be done through the use of books. The library is well supplied with general reference books, such as dictionaries, encyclopedias and atlases. About 2,000 new books are added annually. A dictionary

catalog with Library of Congress printed cards enables the student to ascertain the resources of the library on any subject. The library subscribes for many of the leading periodicals, professional and general. In addition there are about 2,000 bound volumes of the literary and educational magazines, which with the aid of Poole's Index and the Reader's Guide to Periodical Literature are used to great advantage in the research work.

A course of instruction in the use of books and the library is offered as an elective. It is absolutely essential if the student is to work with any degree of efficiency, that he be taught to be self-dependent in a library, to have an insight into its arrangement, and ability to use easily and with the fullest results its various indexes and catalogs, and above all to know the value and nature of the many reference books which are his tools of knowledge. A talk on the general use of the library is given each term to entering students, and a Library Handbook, containing rules and regulations and general information regarding the library has been issued for general distribution.

GRADUATION

I. General Requirements

A student, before graduation, must have attained the age of eighteen years, have been in attendance not less than one school year (unless a college or university graduate), and have satisfied all the requirements of the course pursued.

The minimum requirement for graduation from any course is 108 units (General Professional School, 109).

A unit of credit represents one recitation per week for a term of thirteen weeks.

II. Legal Status of Graduates

School Law of California: Section 1503. (1) The board of trustees of each State Normal School, upon the recommendation of the Faculty, may issue to those pupils who worthily complete the prescribed course of study and training, diplomas of graduation, from either the normal department or the kindergarten department, or both.

(2) Such diploma from the normal department shall entitle the holder thereof to a certificate, corresponding in grade to the grade of the diploma, from any county, or city and county, board of education in the State. One from the kindergarten department shall entitle the holder to a certificate to teach any kindergarten class of any primary school in the State.

Section 1663 confers upon the holders of such certificates the further right to teach in the first grade of the elementary schools.

The certificate first referred to above is the elementary certificate entitling the holder to teach in any primary or grammar school in California.

(3) After two years of teaching in this State, on the recommendation of any County Board of Education, graduates of the Normal School are granted by the State Board of Education a normal document, which is in effect a life certificate to teach in the elementary schools of California.

III. Diplomas and Certification

A graduate of the General Professional School receives a diploma entitling him, without examination, to a certificate to teach in the elementary schools in any county of this State. A graduate who has satisfied the legal requirements for high school certification receives a diploma entitling him to a high school certificate. Graduates of the special schools receive diplomas entitling them to certificates authorizing them to teach the special subjects pursued, in either the elementary or the secondary schools, according to the courses completed. In the case of the three-year course in Home Economics, the diplomas entitle the graduate to general elementary certification and special elementary certificate in Home Economics.

University Credit for Normal School Work

There is no regular mode of accrediting students at the State University for work done by undergraduates of this school. Graduates may be accorded a maximum credit of 48 units, as indicated in the following statement:

"The maximum credit (48 units) will be allowed when the applicant can, in one semester's work at the University, complete the requirements for the Junior Certificate. The credit granted in any given case shall not relieve the student of prerequisites in any department of the University in which advanced work is to be taken in the upper division; but any department may, at its discretion, accept any portion of the normal school work included within the total of advanced credit, as satisfying prerequisites for advanced work in that department."

The provision concerning the group elective in modern languages, stated on page 18, is designed to meet the purpose above indicated.

Recommendation of Graduates

An Appointment Secretary serves as a medium of communication between school officials and normal school graduates. The purpose of this service is twofold: First, to foster a spirit of interest and co-operation between the Los Angeles State Normal School and public school officials. Upon requests of superintendents, principals, and trustees we recommend teachers who, in our judgment, will be able to meet, in the most efficient manner, the situations for which their services may be required. To do this intelligently it is necessary that the Appointment Secretary have detailed information concerning the vacancies to be filled. It is also the policy of the office to keep in touch with the work of the graduate teachers by means of personal visits, whenever possible.

Second, to assist each graduate to secure the kind of position for which he is best fitted by education, training, and personality. To do this to the best advantage a personal acquaintance is necessary; to this end the students are urged to call at the office of the Appointment Secretary throughout their entire course—not waiting until their final term.

There is no expense to students or to school officials for this service.

Withdrawal of Students

The standing of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

Students' Handbook

Full and explicit information regarding the order of procedure in matriculation and registration, and numerous other matters connected with the discipline and conduct of the school in its daily work and administration, will be found in the Students' Handbook, which is put into the hands of students upon their admission to the school.

LIST OF GRADUATES SINCE PUBLICATION OF LAST PRECEDING BULLETIN

Summer Class, June 26, 1914

GENERAL PROFESSIONAL SCHOOL

Ethel Helen Abbey	Pearl Mat Croy	Zella Pearl Hart, A.B.
Edyth Sunderlyn Allen	Jessie H. Curren	Frances Marie Hartigan
Mary Harriet Allen, A.B.	Anna Dalen	Ethel Haskell
Mabel Letitia Alvord	Edna I. Davelaar	Maud Mackey Haskell
Delia Winters Ambrose	Ada Davis	¶ Rachel Gilmore Head
Margaret E. Anderson	Katherine Davison	Edith Hedstrom
Ruth Martha Anthony	Harriet De Shazo	Florence G. Helm
Ruth Maude Arthur	Claire C. Didier	Mary Helen Henderson
Edwinna Ash	Iris Dodson	Ruth Margaret Henderson
Leona Mae Becker	Fern E. Dreisbach	May Hepner
Velma A. Barkeley	Helen Driver	Clara Elizabeth Herr
*Edith Maudine Barber	Catherine Ann Dunne	Mabel C. Hillis
Grace Alice Barnes	Zena Ethel Eastham	Bessie Emelie Hoefer
Marion M. Barnum	‡ Edna Sophronia Eldred	John Russell Hoist
Beulah Muriel Bausman	Emily A. Ellias	Ethel Hooper
Nancy Lucile Beemer	*Ruth M. Ellis	Jennie E. Horsch
Mary E. Cameron Bertrاند	Mary Rebecca Fall	Bertha M. Hoskins, A.B.
Faith Bexrost	Mary Janet Fellows	Ruth Helen Hough
Cora May Biggs	Mildred Ferguson	Helen G. Hovey
Helen Catherine Blythe	Bessie H. Finkbiner	Margaret L. Howard
Rose E. Bonadiman	Bernice Fitzmier	Maud E. Howard
Marie Louise Brandt	Ida H. Fleck	Rosemary Hurd
Agnes Clyde Britton	Hazel Matilda Flower	Lena A. Huth
Nina Monica Brown	Ruth Elizabeth Foster	Mamie Floretta Hyde
Eugenie Buyho	Mazie Cecelia Fountaine	Winifred Clementa Jeffrey
Helen Christina Byron	Questa Lois Franklin	Mae Elizabeth Jenkins
Mabel Frances Cannon	Mary Elizabeth Frick	Elma M. Johnson
Ada Campbell	Pauline Garr	Elsie Jones
Margaret Carleton	Dorothy Geberding	Lois Theodora Jones
Leila Beryle Chaffee	Elsie Nora Gibson	Marion Margaret Jones
May Chrisney	Oral Strong Gillette	Mary Addie Jones
Lillian L. Clabaugh	Ruby E. Gillette	Rosamond Jones
Alice Dimon Clark	May Girdlestone	Erma Stevens Jones
Hulah Clark	Birdie Mae Glantz	Marion A. Jordon
Lola Bliss Clark, A.B.	Geneva Glantz	Jessica Charlotte Keckstein
Hazel I. Clifford	Mildred M. Goodrich	Ellen E. Keenan
Lottie Ione Clifford	Dorothea Rae Goodwin	Florence M. Kelley
Ethel Russ Cluss	Frances Faust Gough	Mabel Irene Kempson
Mildred Coe	Esther Elizabeth Gowdy	Essie Dorothy Kibbe
Berdie Sarah Coffin	Katherine Menzies Graham	Marguerite Anna Kjergaard
Isabella Lea Collins	Gretta V. Gray	Edith May Kline
Lula Catherine Collins	Mignonette Greenleaf	Mildred Frances Knapp
Kathleen Connell	Theodora Greenwood	Florence Knight
*May H. Connolly	Florence Helain Greer	Helen Bernice Lanning
† Clara Ella Covell	Edith Genevieve Hagin	Louise L. Lawrence
Freda Burns Corson	Mary A. Haley	Elizabeth LeChien
Ada M. Cowdrey	Marjorie Gladys Halm	Wanda Leland
Marie Crabb	Gladys Maree Handley	Hannah Mildred Levey
Alice Crowley	Dorothy Jean Harding	Marie H. Lindberg
	Dorothy Jean Harper	Grace D. Loops

*Graduate Home Economics Department.

† See also Home Economics list.

‡ Graduate Music Department.

¶ Graduate Art Department.

Esther Elizabeth Lutnesky	Clara Sophia Owenson	Annis Chaffee Snow
J. Violet Lyall	Yda Marian Paff	†Nellie Margaret Sowden
Bessie Pearl McCann	Elizabeth Page	Ella Stamm
Josephine E. McCrory	Rosa Jessie Palomares	Stella Starkweather
Dorothy Beatrice McDearmon	Sylvia Zula Parlin	Abbie Muriel Steele
M. Lillian McDonald	‡Grace E. Phelps	Mary Kathryn Stewart
Kathleen A. McMahon	Scottie Ursula Partin	Vera Lenore Stewart
Lucy Leah McMullen	Irene Mary Peckham	Elizabeth H. Strick
Helen E. McWhorter	Grace Evelyn Pennell	Lena Alice Sturdy
Arline M. Magor	Martha Alena Peugh	Charlotte E. Taylor
Agnes Grace Mahoney	Beulah Porter	Myra S. Teed
Grace Angele Makosky	Lucy Powers	Luel B. Temple
Jessie Maloney	Irene Marie Preston	Helen Thayer
Anna Georgina Mannatt	Margaret L. Prince	Mabel Olivia Thor
Alice Conner Martin	‡Pansy Verne Prince	Verna Thornton
Miriam Grace Maxfield	Letha Fern Raney	Jennie M. Toler
Agnes C. Mayes	Mary Margaret Rayhill	Frances Ansley Torrey
Bessie B. Mead	Ruth Reece	Alice Mildred Travis
Helen Victoria Merkle	Lottie F. Reichwein	Dorothy Le Foer Trench
§Marie Mernin	Gertrude H. Reinke	Elvira Utter
Lucile Sara Michaels	Ethel Reynard	¶Mildred Wenzel Van der Vort
Ethel M. Miller	Ruth Riley	Margaret Lewis Van Meter
Hazel O. Miller	Anita M. Rives	Hazel Courtenay Virden
May Cassel Miller	Lena V. Rosenkranz	Hazel Alene Waite
Mary Frances Mingo	Florence Rumsey	Mary Wakeham
Alice Lucile Moody	Bertha F. Rush	Iva Washington
Edna Gertrude Moore	Juliet Virginia Ryland	Sadie Evelyn Watson
Laura Moothart	Adolph D. Schneider	Mary Frances Wear
Alice Morrison	Clara Schorsch	Jessie Elnora Weaver
Marguerite Van Der Vere	Marie Schulte	Pearl Webster
Morton, B.S.	Margaret Melodile Seaman	Bertha R. Wegerer
Edna Florence Neher	Dorothy Seger	Margaret Werner
Bessie E. Nelson	Caroline R. Sharpless,	Gudrid Westrem
Esther Nathalie Nelson	A.B., B.S.	Lura Fern Wilcox
Hazel Ynez Nenno	‡Sue Cordelia Shenk	Blanche E. Wilkins
Mildred Nevius	Edna Virginia Sherman	Alvina Williams
Adeline B. Newcomb	Grace Greenwood Shrader	Lydia Sieb Williams
Maybelle Margaret Olerich	Beulah Belle Shull	Violet Gladys Wood
Margaret M. Orth	Della May Simons, B.L.	
	Eunice A. Smith	

ACADEMIC COURSE

Jeanette Almira Anthony	Mary C. Howard	Emily Alden Neighbor
Dean Richmond Bates	Flora Ernestine Hunt	Laura Herndon Pendergrast
Irene Hear Bouldin	Margaret Johnson	Lillian Grace Pirie
Iva Chrisney	Minnie Laura Johnson	Jeanette Ross Shaw
Ethel L. Crow	Genevieve C. Lannan	Elizabeth Margaret Taylor
Helen A. Crow	Ethel J. McCorkindale	Evelyn Utter
N. Evelyn Davis	Lenna B. Mayfield	Vivian Elma Willcox
Edna Lucile Dessery	Mary Stella Messenger	Susie A. Young
Marcia Everett	Georgie Miller	
Helen Harrison	Anne Laurel Miltimore	

*Graduate Home Economics Department.

§Graduate Kindergarten Department.

†See also Home Economics Department.

‡Graduate Music Department.

¶Graduate Art Department.

SCHOOL OF FINE ARTS

ELEMENTARY COURSE

Bernice Angie Burns	Essie Love Jones	Luella Ruth Simpson
*M. Kathleen Cogswell	Dorothy Medland	Grace Wesley
Ruth Dresslar	Elizabeth Paine	Maud Taylor-Wilson
Florence Emily Flint	Helen Elspeth Price	Winifred Withey
Sada House	Margaret Sanders	Helen May Woodard

SECONDARY COURSE

*Ida Bind	*Rhea Cashman	Neleta Belle Hain
Edna M. Blumve	Carol Caskey	*Helen McIver Howell
*Gertrude M. Bond	Walter Barron Currier	Hester Lauman

SCHOOL OF HOME ECONOMICS

ELEMENTARY COURSE

Jeannette Armstrong	Claire Felts	Leora Powell
Eva Katherine Bartlett	Millie Elmira Graham	Gladys J. Schaffer
Lois E. Belt	Maud Hazen	Gladys Winifred Searle
Gertrude T. Booth	Mary Frances Hollins	Mabel Magdalen Smith
Astrid Liliuokalani Borchgrevink	Katherine Lyman Ingersoll	Nellie Margaret Sowden
Marguerite V. Brouwer	Madeleine Reynolds James	Georgia A. Stebbins
Mabel Irene Brown	Jamie H. Jones	Mary Theresa Vernon
Alice Katherine Chilstrom	Alice E. Krause	Vera L. Webb
Ethel M. Cole	Elizabeth L. McCarty	Hortense Evelyn Wiebers
Lois L. Colt	Marjorie McClure	Marjorie White
Clara Ella Covell	Lulu McDonald Miller	Grace Ethlyne Wilcox
Elizabeth Catherine De Line	Amy Morrell	

SECONDARY COURSE

Agnes E. Macpherson

SCHOOL OF KINDERGARTEN TRAINING

Cora Olive Arne	Alice Helen Lattin	Adeline Jean Sinclair
Dorothy Barrett	Gertrude Leadingham	Rena Grace Swinnerton
Mary Florence Clarke	Elise Maddux	Irene Agnes Toole
Dorothy Nuttall Coen	Iva Dell Murphy	Florence Thresher
Alice Winifred Cowles	Lorena Barnes Nicholas	Ruth Irene Turner
Ava Irene Denlinger	Marguerite Antoinette	Maria Clarè Vallyely
Dorothy Laurel Dickinson	Nicholas	Eloise Watson
Bernice Julia Edmonds	Jessica Margaret Parks	Margaret West
Margaret Eliza Ferrie	Agnes Thomson Perry	Sarah Bingham White
Edna Brown Ferry	Linda Reppy	Eileen Zimmerman
Marguerita Hocknell	Eulah Coyle Schisler	

SCHOOL OF MANUAL ARTS

ELEMENTARY COURSE

Emma Frances Adams	Will Henry Hoist	Kathleen Tyrrell
Hazel Ashton	Eda Miller	Josephine P. Upton
Margaret Brickels	Ella M. Schieber	Natalie White
Genoa Edgerly	Dolly, L. Stephens	
Leslie Gurley	Raymond E. Swaim	

SECONDARY COURSE

Grover V. Caster	Guy Gerald Lee	Nelle V. Robb
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*Graduate General Department.

SCHOOL OF MUSIC

ELEMENTARY COURSE

Mary Anderson

Elizabeth Blair

Leonora Jane Clark

Edna Ruth Hinkelman

Ellen Mara Robinson

Mary Cecelia Toomey

Isabel Vaughan

SECONDARY COURSE

Gladys North Grant

Ruth Georgine H. Martens

Edith Salyer

Marguerite Edith Wetherby

Autumn Class, December 18, 1914

GENERAL COURSE

Genevieve Ahrens

Grace Lucile Alvord

Otilia Backberg

Margaret Barnett

Rose Bartosh

Pearle Bechtel

Mary Bellotina

Abbie Catharine Berry

Bertha I. Berry

Marie Blanchard

Wilhelmina Miller Brom-
mers

Jessie Bryant

Elsie Louise Carter

Mary M. Crouch

Teresa Marshall Curtis

Mabel Ruth Drake

Alice T. Dunne

Lucy P. Eastman

Marjorie C. Finlay

Margaret H. Flaherty

Jennie T. French

Nellie Barbara Frier

Nancy H. Galligan

Mary Elizabeth Ganahl

Ella Florence Geisdorf

Mabel Allean Gullette

Leadith Hanley

Ruth Halsey

Anita Marion Hertel

Margaret Heuer

Elizabeth McLagan Hill

Edith Lillian Hull

Anna Marie Hurley

Gertrude Kelly

Margaret H. Kelly

Mary Eleanor Kelly

Anna Krause

Aline C. Lindsay

Fern B. Longwell

Alma Lowe

Eileen C. McCarthy

Myrtle G. McConville

Vashti J. McKimmy

Belle Mandeville

Gladys Emery May

Maxine Miller

Evelyn Maxey

Sarah Etta Moore

Ruth Morgan

Vella B. Nagle

La Von Ellen Oliver

Louisa Pesqueira

Hazel Pestor

Agnes Imo Rapp

Nannie Edith Rees

Lucile Roberts

Ella Robinson

Clara Amanda Rossiter

Viola Schmidt

Janet Scott

Mary Gladys Smith

Magdalena Specht

Agnes Stafford

Abbie Mae Stewart

Ruth M. Stewart

Bernice A. Sumner

Alice B. Thompson, Ph.B.

Beulah A. Todd

Judith Garrison Tyrrell

Anna Elizabeth Vaughan

Therene R. Weckel

Fosta Welch

Mary Fern Wightman

Mary Louise Wilson

Ruth Wyckoff

Zula V. Zimmerman

ART

SECONDARY COURSE

*Dorothy Medland

*Elizabeth Paine

HOME ECONOMICS

ELEMENTARY COURSE

Florence Boden

Wilda Maurine Carpenter

Fern Dorothy Clark

Frances Margaret McKee

Bessie May Miller

KINDERGARTEN

Karna Helene Anderson

Clara Helen Brooks

Anna Eunice Clements

Henrietta Villa Fetzner

Bertha Lathrop

*Graduate Elementary Art Course.

†Graduate Elementary Music Course

MANUAL TRAINING

ELEMENTARY COURSE
Ethel Stuart Carscallen

MUSIC

ELEMENTARY COURSE

Anna McDermott

Josephine Clouthier

SECONDARY COURSE

Mary Anderson

Mary Pearl Massie

Beulah Brewer

†Julia Smith

†Leonora Jane Clark

†Isabel Vaughn

Spring Class, March 25, 1915

GENERAL COURSE

Agnes Mae Ackworth	Elizabeth Hathorn	Maebelle Angeline Owen-son
Helen Atcherson	Lucy May Hawes	Edith Parr
Lucile Jane Ayers	*Maud Hazen	Ramona Parsons
Lucy Barratt	Edith May Hazlett, A.B.	Grace Ruth Petro
Florence Beatrice Bolin	May Heintz	Florence Evelyn Phillips
*Marguerite V. Brouwer	Marguerite Evelyn Higgins	†Helen Elspeth Price
Ellen H. Bruno	Lucy Christine Hill, A.B.	Ethel Rahenkamp
Annice Janet Campbell	Madge M. Hill	Lucy A. Reed
Florence Isabel Chenoweth	†E. Ruth Hinkelman	M. Frances Robinson
Vesta May Clement	Hazel Hollowell	Margaret A. Rouchleau
Irene Cogswell, A.B.	Louise Hoover	Marion Virginia Schlund
*Ethel M. Cole	Vivian L. Howell, A.B.	Bernice Anna Schreiber
Anne Bruner Cookman	Elizabeth S. Jackson, A.B.	Rose Schweitzer
Rachael A. Coolidge, Ph.B.	*Jamie H. Jones	Ruth E. Scott
Anna Margaret Cooper	Marion Jones	E. Muriel Sherwood
Anna Virginia Cooper	Mildred Marie Keith, A.B.	Irene Shetleroe
Lou E. Crinklaw, A.B.	Grace D. Kincaid, A.B.	Bertha C. Simmons
Kathryn I. Darcey	Mildred Kingsbury	†Lou R. Simpson
Helen Davidson	Elsie Olive Kittle	Grace P. Smith, A.B.
Bess Davis	Helena F. Koch	*Georgia A. Stebbins
Clara Margaret Davis	Mildred May Kribbs	Maude Augusta Tettelbach
A. Margaret Day	Elizabeth Jane Leck	Ruth Thompson
Marion Louise Demmon	Lillie Marie Leege	Martha Trafford
Kate M. Elliott	Ethel Long, A.B.	Helen H. Tubbs
Roberta Evans	Ruby Shelton Loughran	Vesta Marion Wagner, A.B.
Harriett B. Flagg	Harriet E. McCallister	Grace Ann Wallace, A.B.
Viola Catherine Gehlen	Elsie May McConnell, A.B.	Betty D. Webster
Charles D. George	Venesia Beall McGinness	Lillie E. Wendling, A.B.
Leona M. Giffen	Arla Gertrude McQuillin	Florence A. Wheeler, A.B.
Henrietta Goodwyn	O'Neil Moore	*Grace Ethelyn Wilcox
*Millie Elmira Graham	Edith Marie Neukom	Mary Elizabeth Williams
Edith A. Green	Kathleen O'Connor	†Helen Woodard
Lillian Gladys Green	Iva Overman	Frances R. Young
Catherine Ames Hall	Florence Stott Owen	Ada Lucile Youngken
Inis Harding		

ART

SECONDARY COURSE

†Ruth Dresslar

†Lou R. Simpson

†Grace Wesley

*Graduate Home Economics, Elementary.

†Graduate Music, Elementary.

†Graduate Art, Elementary.

HOME ECONOMICS

ELEMENTARY COURSE.

§Ruth Scott

KINDERGARTENDorothy Myrtle Blum
Edith Madeline SproatDorothy Emma Thoren
Carrie Thomson**MANUAL ARTS**

ELEMENTARY COURSE

Earle Ray Pine

Arthur W. Record

§See also General Professional Course.

NUMBER OF GRADUATES SINCE ORGANIZATION

1. Year ending June 30, 1884-----	22
2. Year ending June 30, 1885-----	35
3. Year ending June 30, 1886-----	43
4. Year ending June 30, 1887-----	48
5. Year ending June 30, 1888-----	35
6. Year ending June 30, 1889-----	57
7. Year ending June 30, 1890-----	53
8. Year ending June 30, 1891-----	75
9. Year ending June 30, 1892-----	78
10. Year ending June 30, 1893-----	88
11. Year ending June 30, 1894-----	77
12. Year ending June 30, 1895-----	81
13. Year ending June 30, 1896-----	65
14. Year ending June 30, 1897-----	56
15. Year ending June 30, 1898-----	89
16. Year ending June 30, 1899-----	107
17. Year ending June 30, 1900-----	127
18. Year ending June 30, 1901-----	130
19. Year ending June 30, 1902-----	106
20. Year ending June 30, 1903-----	109
21. Year ending June 30, 1904-----	96
22. Year ending June 30, 1905-----	120
23. Year ending June 30, 1906-----	155
24. Year ending June 30, 1907-----	138
25. Year ending June 30, 1908-----	210
26. Year ending June 30, 1909-----	243
27. Year ending June 30, 1910-----	304
28. Year ending June 30, 1911-----	398
29. Year ending June 30, 1912-----	426
30. Year ending June 30, 1913-----	511
31. Year ending June 30, 1914-----	547
32. Classes of December, 1914, and March, 1915-----	210
<hr/>	
Total -----	4,840
Graduated from two courses, counted twice-----	86
<hr/>	
Total, excluding those counted twice-----	4,754

SUMMARY OF STUDENTS ENROLLED, 1914-15

I. GENERAL PROFESSIONAL SCHOOL		
Graduates of December, 1914, and March, 1915--	179	
Candidates for graduation, June, 1915-----	386	
Candidates for graduation, December, 1915, and March, 1916 -----	181	
Candidates for graduation, June, 1916, or after	592	
Total General Professional School-----		1338
II. SCHOOL OF FINE ARTS		
Graduates of December, 1914, and March, 1915--	5	
Candidates for graduation, June, 1915-----	23	
Candidates for graduation, December, 1915, and March, 1916-----	4	
Candidates for graduation, June, 1916, or after	31	
Total School of Fine Arts-----		63
III. SCHOOL OF HOME ECONOMICS		
Graduates of December, 1914, and March, 1915--	6	
Candidates for graduation, June, 1915-----	26	
Candidates for graduation, December, 1915, and March, 1916-----	25	
Candidates for graduation, June, 1916, or after	75	
Total School of Home Economics-----		132
IV. SCHOOL OF KINDERGARTEN TRAINING		
Graduates of December, 1914, and March, 1915--	9	
Candidates for graduation, June, 1915-----	44	
Candidates for graduation, December, 1915, and March, 1916-----	6	
Candidates for graduation, June, 1916, or after	72	
Total School of Kindergarten Training-----		131
V. SCHOOL OF MANUAL ARTS		
Graduates of December, 1914, and March, 1915--	3	
Candidates for graduation, June, 1915-----	13	
Candidates for graduation, December, 1915, and March, 1916-----	11	
Candidates for graduation, June, 1916, or after	28	
Total School of Manual Arts-----		55
VI. SCHOOL OF MUSIC		
Graduates of December, 1914-----	8	
Candidates for graduation, June, 1915-----	17	
Candidates for graduation, December, 1915, and March, 1916-----	5	
Candidates for graduation, June, 1916, or after	27	
Total School of Music-----		57

VII. VISITING TEACHERS----- 62

Total in Normal School, including 77 graduate students----- 1838

Pursuing two courses, counted twice----- 30

Total, excluding names counted twice----- 1808

VIII. TRAINING SCHOOL

Kindergarten ----- 88

First grade ----- 42

Second grade ----- 55

Third grade ----- 68

Fourth grade ----- 53

Fifth grade ----- 71

Sixth grade ----- 58

Seventh grade ----- 87

Eighth grade ----- 70

Ninth grade ----- 42

Total Training School----- 634

Total enrollment for the year, all departments 2442

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16/17

BULLETIN

OF THE

Los Angeles State Normal School

AND

Announcements for 1916-1917

THIRTY-FOURTH YEAR



CALIFORNIA
STATE PRINTING OFFICE
1916

STATE NORMAL SCHOOL

LOS ANGELES, CALIFORNIA

BULLETIN OF INFORMATION

FOR 1916-1917

INCLUDING

SUMMARIES OF ATTENDANCE

FOR THE

SCHOOL YEAR ENDING JUNE 30, 1916

CALIFORNIA
STATE PRINTING OFFICE
1916

CALENDAR FOR 1916-1917

FIRST TERM

- 9:00 A.M. Friday, September 8, 1916—General Faculty Meeting.
- 12:30 P.M. Friday, September 8, 1916—Former Students, except Juniors of the General Professional School, report for arrangement of programs and enrollment in classes.
- 9:00 A.M. Saturday, September 9, 1916—Juniors of the General Professional School (former students only), report for arrangement of programs and enrollment in classes.
- 2:30 P.M. Saturday, September 9, 1916—Training School Conferences.
- 9:00 A.M. Monday and Tuesday, September 11 and 12, 1916—Registration and Enrollment of New Students.
- 9:00 A.M. Wednesday, September 13, 1916—General Assembly, followed by recitations.
- Thanksgiving vacation, Thursday, November 30, and Friday, December 1.
- Thursday, December 14, 1916—Commencement.
- 3:00 P.M. Friday, December 15, 1916—Term closes.

SECOND TERM

- 9:00 A.M. Tuesday, January 2, 1917—Registration and Enrollment of New Students.
- 8:05 A.M. Wednesday, January 3, 1917—Recitations begin.
- 10:50 A.M. Wednesday, January 3, 1917—General Assembly.
- Thursday, March 22, 1917—Commencement.
- 3:00 P.M. Friday, March 23, 1917—Term closes.

THIRD TERM

- 9:00 A.M. Monday, March 26, 1917—Registration and Enrollment of New Students.
- 8:05 A.M. Tuesday, March 27, 1917—Recitations begin.
- 10:50 A.M. Wednesday, March 28, 1917—General Assembly.
- 3:00 P.M. Friday, March 30, 1917—Spring recess begins.
- 9:00 A.M. Monday, April 9, 1917—School reopens.
- Thursday, June 21, 1917—Commencement.

BOARD OF TRUSTEES.

HIRAM W. JOHNSON - - - - - Governor of California

Ex Officio

EDWARD HYATT - - - Superintendent of Public Instruction

Ex Officio

RICHARD MELROSE, Anaheim - - Term expires July 1, 1914

GEORGE I. COCHRAN, Los Angeles - Term expires July 1, 1915

EDWIN T. EARL, Los Angeles - - Term expires July 1, 1917

JAMES A. B. SCHERER, Pasadena - Term expires July 1, 1916

IRENE TAYLOR HEINEMAN, Los Angeles - - - - -

- - - - - Term expires July 1, 1919

OFFICERS OF THE BOARD

RICHARD MELROSE, - - - - - President

J. F. MILLSPAUGH - - - - - Secretary

CHARLES L. WHITE - - - - - Assistant Secretary

EXECUTIVE COMMITTEE

RICHARD MELROSE GEORGE I. COCHRAN

IRENE TAYLOR HEINEMAN

FACULTY.

JESSE F. MILLSPAUGH, A.M., M.D., *President*

HARRIET E. DUNN
Secretary of the Faculty

JOSEPHINE E. SEAMAN
Instructor in English

CLARA M. PRESTON
Training Teacher, Fourth Grade

JAMES F. CHAMBERLAIN, Ed.B., B.S.
Head of Department of Geography

EVERETT SHEPARDSON, A.M.
Supervisor of Practice Teaching

SARAH J. JACOBS
Director of School of Physical Education

HELEN C. MACKENZIE
Training Teacher, Third Grade

KATE F. OSGOOD
*Principal of Training School and
Assistant Supervisor of Practice Teaching*

FRED ALLISON HOWE, LL.B., Ph.D.
Head of Department of English

LOYE HOLMES MILLER, M.S., Ph.D.
Head of Department of Science

CHARLES W. KENT, B.S.
Director of School of Manual Arts

NELLIE HUNTINGTON GERE
Director of School of Fine Arts

ALICE O. HUNNEWELL
Head of Department of Reading

ADA J. MILLER, Ph.B., A.M.
Instructor in English

RACHEL T. RICHARDSON, B.S.
Instructor in Manual Arts

*ELSIE SECKLER, A.B.
Training Teacher, Second Grade

MYRTLE BLEWETT
Instructor in Music

Names of members of Faculty, except that of President, appear in order of date of appointment

*Part of year

ARTHUR AMSDEN MACURDA, A.M.

Instructor in Education

EMMA J. ROBINSON

Training Teacher, Sixth Grade

CHARLES W. WADDLE, A.M., Ph.D.

Head of Department of Psychology and Education

GRACE M. FERNALD, Ph.D.

Director of Psychological Laboratory

**KATHERINE GOETZINGER, A.B.

Instructor in French and German

A. A. HUMMEL, M.S., D.O.

Instructor in Physiology and Nature Study

***ELIZABETH E. KEPPIE

Instructor in Reading

***MICHAL GRACE SNYDER, A.M.

Head of Department of History

KATHLEEN S. BECK

Instructor in Geography

BELLE H. WHITICE

Instructor in Manual Arts

HELEN E. MATTHEWSON

Counselor of Women

BERTHA E. WELLS

Assistant Supervisor of Practice Teaching

BESSIE E. HAZEN, A.B.

Instructor in Art

MYRTLE COLLIER, B.S.

Head of Department of Mathematics

M. MADILENE VEVERKA, Pd.M.

Training Teacher, First Grade

RUBY BAUGHMAN, A.M.

Instructor in English

ANNA PAMELA BROOKS, A.B., B.S.

Instructor in Art

ESTHER MABEL CRAWFORD

Instructor in Art

*CLARA PALMER, B.S.

Director of School of Home Economics

ELIZABETH FRANCES MASCORD, A.M.

Director of School of Kindergarten Training

*Part of year

**Absent on leave

MARY BURNEY PORTER
*Supervisor of Teaching and
Appointment Secretary*

BERTHA C. VAUGHN
Instructor in Voice Culture

*EMILY C. HOLLISTER, A.M.
Instructor in Physiology and Nature Study

BARBARA GREENWOOD
Instructor in Kindergarten Training

CARROLL W. ANGIER, A.B.
Instructor in Manual Arts

***ALMA PATTERSON, A.M.
Instructor in Education

MARY DOUGLASS, A.B.
Director of Kindergarten

LUCILE R. GRUNEWALD
Instructor in Physical Education

RUTH E. BAUGH
Instructor in Geography

ADA BLANCHARD
Instructor in Manual Arts

OLIVE LOUISE DAVIS, B.Pd.
Training Teacher, Fifth Grade

LAURA G. SMITH, B.S.
Instructor in Domestic Art

EVA HAMILTON BERNAYS
Assistant Supervisor of Practice Teaching

SUSANNE GOUGH
Instructor in Music

LOUISE FREAR PINKNEY
Instructor in Art

**NELLIE SULLIVAN, A.B.
Instructor in Psychology

WILLIAM T. ROOT, JR., A.M.
Instructor in Child Psychology

FRANK E. OLDER, B.S.
Instructor in Agriculture

MARGARET M. CAMPBELL, B.S.
Training Teacher, Intermediate School

*Part of year

**Absent on leave

MYRTA LISLE McCLELLAN, B.S.

Instructor in Geography

MILTON C. DRISKO

Instructor in Mathematics

***MABEL BARNHART

Instructor in Music

ORABEL CHILTON, B.S.

Instructor in Home Economics

MERRITT E. AUSTIN

Director of School of Commercial Training

LUCY M. GAINES, A.M.

Instructor in History

KATHERINE KAHLEY, A.B.

Training Teacher, Intermediate School

THERESA COGSWELL, A.B.

Instructor in Reading

MARVIN L. DARSIE, B.S., A.M.

Instructor in Education

BLANCHE KELLS

Training Teacher, Physical Education

FLORENCE HALLAM, A.B.

Instructor in Home Economics

AGNES E. MACPHERSON

Training Teacher Home Economics

AGNES M. KNIGHT

Instructor in Kindergarten Training

MELVA LATHAM, A.B.

Instructor in History

EDITH PURDUM, A.B., M.L.

Instructor in English

*MABEL SMITH

Instructor in Domestic Art

ANNA M. WIEBALK

Instructor in Education

FRANCES WRIGHT

Director of School of Music

SARAH WHITE

Assistant in Kindergarten Training

LEVA HANDY, M.A.

Instructor in French and German

*Part of year

**Absent on leave

HAROLD W. MANSFIELD
Instructor in Manual Arts

NELLE V. ROBB
Instructor in Manual Arts

KATHLEEN TYRRELL
Instructor in Manual Arts

W. E. REAVIS
Instructor in Book Binding

EVA M. ALLEN
Training Teacher, Intermediate School

CELIA BLANCHE COOK, A.B.
Training Teacher, Intermediate School

EDITH L. WALLOP
Training Teacher, Adjustment Room

HELEN CLARK CHANDLER
Instructor in Art

*BESSIE M. HICKS, B.S.
Instructor in Education

S. CAROLYN FISHER, Ph.D.
Instructor in Psychology

FAITH A. SWIFT, M.A.
Instructor in Science

*J. A. BABER, Ph.D.
Instructor in Education

*PEARL GRABILL
Instructor in Music

*ELIZABETH MCMECHEN
Instructor in Education

*MARIE R. TOWNE
Instructor in Reading

*WILHELMINA M. BROMMERS
Training Teacher, Second Grade

***GLADYS BECKETT
Instructor in Home Economics

*DEBORAH PEARSALL, A.M.
Instructor in History

*EVALYN THOMAS, B.A.
Instructor in Reading

*MOLLIE PRICE COOK
Instructor in Education

*Part of year

**Absent on leave

VISITING LECTURERS

NINA GANAHL CARSON
Home Nursing

DR. E. B. HOAG
Hygiene and Sanitation

ELIZABETH H. FARGO
Librarian

MARJORIE VAN DEUSEN
Assistant Librarian

ANNA-MARIE RUSCHE
Assistant Librarian

ESTELLE D. LAKE
Assistant Librarian

IVA E. MAIER
Secretary to the President

CHARLES L. WHITE
Business Secretary

W. E. FAULKNER
Engineer

ALEXANDER MCGILLIVRAY
Head Gardener

CHARLES L. DOOLEY
Head Janitor

REQUIREMENTS FOR ADMISSION

GENERAL REQUIREMENTS

Minimum age, sixteen years; sound moral character; good health, attested by certificate from an examiner authorized by the school; declaration of intention to teach; and registration on the days designated in the Calendar, or the payment of a delinquency fee of two dollars, if admitted later.

SCHOLASTIC REQUIREMENTS

Minimum: Completion of a four-year high school course, including six units of English and three units of United States history and civics, all units of recommended grade.

Admission to the General Professional School

In addition to the above requirements, three units in biology and three in algebra or geometry. Only such credits will be accepted as are accepted by the State University for admission to the colleges of Letters, Social Science, Natural Science, and Commerce. A maximum of nine units from subjects 18 to 21 of the University matriculation list and from unlisted subjects will be accepted.

Admission to the School of Commercial Training

The minimum requirement above stated, with the further requirement that the high school course must have included three units of mathematics, which may include commercial arithmetic.

Any accredited high school graduate who desires Commercial certification only, may be admitted to the School of Commercial Training without meeting the requirement of the General Professional School, but should such student at a later date desire to be graduated from the General Professional School and recommended for the General Elementary Certificate, he must first meet the requirement for entering the General Professional School.

Admission to the School of Fine Arts

a. Three-year Course.

The minimum requirement above stated, and the presentation of drawings, including original designs and drawings from objects and nature.

b. One-year Course.

Completion of the three-year course or its equivalent.

Admission to the School of Home Economics*a. Three-year Course.*

The same requirement as that for admission to the General Professional School.

b. One-year Course.

Completion of the three-year course or its equivalent.

Admission to the School of Kindergarten Training

The minimum requirement above stated, and in addition, the ability to play simple melodies, songs, and marches, upon the piano.

Admission to the School of Manual Arts

The minimum requirement above stated, with the further requirement that the high school course must have included plane geometry. Applicants who can not meet these academic requirements, but who have had some years of practical trade experience, may be admitted as special students, taking such subjects as are required by the State Board of Education for either the elementary or the secondary certificate.

Admission to the School of Music

The minimum requirement above stated, together with the ability to sing at sight music of moderate difficulty, to write simple music from dictation, and to play the piano sufficiently well to accompany a high school chorus.

Admission to the School of Physical Education*a. Three-year Course.*

The minimum requirement above stated, with the addition that the high school course must have included physiology, and either physics or chemistry.

b. One-year Course.

Completion of the course of the General Professional School or its equivalent, with sufficient credit in physical education.

Applicants Not Presenting High School Credentials

may be admitted if they hold equivalent credentials from accredited private secondary schools; or if they hold California teachers' certificate of grammar grade, or first grade certificate of other states, provided they have taught successfully for two years; or other teachers of experience who are sufficiently prepared to take up special work, subject to official approval, and who are not candidates for graduation. No such teacher may pursue such study for more than one year without meeting full admission requirements.

IV. SCHOOL OF HOME ECONOMICS

A. For General Professional Diploma and Elementary Home Economics Diploma.

Required:

- (a) Professional
- (b) Departmental
- (c) Supplemental

59 hours 57 units
74 hours 48 units
40 hours 26 units

Elective:

24 units of Basals in addition to Basal courses in b and c 32- 39 hours 32 units

Total 205-212 hours 163 units

STATE NORMAL SCHOOL, LOS ANGELES.

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FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units
<i>First Term</i>								
Art I	5	3	Basal	5	3	Bacteriology	5	3
Basal	5	3	Cookery III	5	3	Basal	5	3
Chemistry I, Lecture	2	2	Embroidery and Weaving	5	3	Education II, III, or IV	5	5
Chemistry I, Laboratory	4	2	Home Management	2	2	Teaching (G)	5	5
Elective	5	3	Observation I	5	3	House Furnishing I	4	2
Science I	5	5	Sewing III	5	3			
Total	24	18	Total	27	17	Total	24	18
<i>Second Term</i>								
Art II	5	3	Cookery IV	6	4	Basal	5	5
Basal	5	5	Home Economics Education I	2	2	Dietetics I	6	4
Chemistry II, Lecture	2	2	Home Economics Education II	2	2	Teaching (H. E.)	4	4
Chemistry II, Laboratory	4	2	Laundry	4	2	Sewing IV	6	4
Cookery I	5	3	Teaching (G)	5	5			
Sewing I	5	3	Psychology II	5	5			
Total	26	18	Total	24	20	Total	21	17
<i>Third Term</i>								
Cookery II	5	3	Cookery V	5	3	Basal	5	5
Nursing	3	3	Costume Design	4	2	Elective	5	5
Psychology I	5	5	Education I	5	5	History Home Economics	5	5
Sewing II	5	3	Home Economics Teaching	4	4	Teaching (H. E.)	4	4
Textiles, Lecture	2	2	Millinery I	5	3			
Textiles, Laboratory	4	2	Education V	1	1			
Total	24	18	Total	24	18	Total	19	19

B. For Secondary Home Economics Diploma. One-Year Course.

For Graduates of Elementary Home Economics Course or its Equivalent.

Required:

(a) Professional	10 hours	10 units
(b) Departmental	28 hours	16 units
(c) Supplemental	31 hours	23 units
Elective	5 hours	5 units
Total	74 hours	54 units

	Hours	Units
<i>First Term</i>		
Cookery VI	6	3
Hygiene and Sanitation	3	3
Home Economics Teaching	5	5
Sewing V	6	3
Sociology	5	5
Total	25	19
<i>Second Term</i>		
Chemistry III, Lecture	2	2
Chemistry III, Laboratory	4	2
Cookery VII	5	3
Elective	5	5
History of Costume	3	2
Millinery II	5	3
Total	24	17
<i>Third Term</i>		
Chemistry IV, Lecture	2	2
Chemistry IV, Laboratory	4	2
Dietetics II	6	4
Teaching (H. E.)	5	5
House Furnishing II	3	2
House Plans and Architecture	5	3
Total	25	18

V. THE SCHOOL OF KINDERGARTEN TRAINING

Course for the Training of Kindergarten Teachers

FOR THE KINDERGARTEN DIPLOMA.

Required:

(a) Professional	44 hours	42 units
(b) Departmental	60 hours	46 units
(c) Supplemental	22 hours	20 units

Total	126 hours	108 units
-------------	-----------	-----------

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	3	3
Art I	5	3	Teaching I	10	10
Theory I	2	2	Program I	3	3
Games I	2	1	Theory VI	2	2
Handwork Ik	5	3	Stories III	2	2
Story Work I	2	2			
Piano	2	1			
Total	23	17	Total	20	20
<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education III	5	5
Music Ik	5	3	Education V	1	1
Theory II	2	2	Teaching II	5	5
Games II	2	1	Program II	3	3
Handwork IIk	5	3	Hygiene	2	2
Observation I	5	3	Handwork IVk	2	2
Total	24	17	Total	18	18
<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Teaching III	5	5
Theory III	2	2	Program III	3	3
Games III	2	1	Theory V	2	2
Handwork IIIk	5	3	Games IV	2	1
Story Work II	2	2	Supplemental	7	7
Supplemental	5	5			
Total	21	18	Total	19	18

VI. THE SCHOOL OF MANUAL ARTS

Three-Year Manual Arts and General Professional Course for the Elementary Diplomas

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Science I, or other Basal Course	5	5	Education I	5	5	Teaching (M. A.) II	5	5
Art I	5	3	Observation I	5	3	Shop Elective	10	6
Shop or Craft	10	6	Art IV	5	3	Craft Elective	10	6
Mechanical Drawing I	5	3	Shop or Craft	10	6			
Total	25	17	Total	25	17	Total	25	17
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Psychology I	5	5	Education II, III, or IV	5	5	Teaching (G) II	5	5
Art II	5	3	Teaching (M. A.) I	5	5	Basal	10	10
Shop or Craft	10	6	Basal	5	5	Elective	5	5
Mechanical Drawing II	5	3	Handwork I	5	3			
Industrial Materials	2	2				Total	20	20
Total	27	19	Total	20	18			
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Education V	1	1	Teaching (M. A.) III	5	5
Art III	5	3	Teaching (G) I	5	5	Basal Course	5	5
Basal	5	5	Shop or Craft	10	6	Organization of Manual Arts Courses	2	2
Shop or Craft	10	6	Mechanical Drawing III	10	6	Shop or Craft	10	6
Total	25	19	Total	26	18	Total	22	18

Four-Year Industrial Course or Four-Year Craft Course for Secondary Diploma

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units	FOURTH YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Science I	5	5	Education I	5	5	Teaching (M. A.) III	5	5	Teaching (M. A.) IV	5	5
Art I	5	3	Observation I	5	3	Shop or Craft	10	6	Shop or Craft	10	6
Shop or Craft	10	6	Art IV	5	3	Mach. Drawing I, or	10	6	Elective	10	6
Mech. Drawing I	5	3	Shop or Craft	10	6	Arch. Drawing I	1	1			
Total	25	17	Total	25	17	Education I	1	1			
<i>Second Term</i>			<i>Second Term</i>			Total	26	18	Total	25	17
Psychology I	5	5	Education II, III, or IV	5	5	<i>Second Term</i>			<i>Second Term</i>		
Art II	5	3	Teaching (M. A.) I	5	5	Mach. Drawing II, or	10	6	Teaching (M. A.) V	5	5
Shop or Craft	10	6	Shop or Craft	10	6	Arch. Drawing II	10	6	Shop or Craft	10	6
Mech. Drawing II	5	3	Art V	5	3	Shop or Craft	10	6	Elective	10	6
Industrial Materials	2	2				Elective	10	6			
Total	27	19	Total	25	19	Total	30	18	Total	25	17
<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology II	5	5	Teaching (M. A.) II	5	5	Industrial History	5	5	Teaching (M. A.) VI	5	5
Art III	5	3	Shop or Craft	10	6	Shop or Craft	10	6	Shop or Craft	10	6
Shop or Craft	10	6	Art VI	5	3	Organization of Manual	2	2	Electives	15	9
Mech. Drawing III	10	6	Elective	2	2	Arts Courses	10	6			
Total	30	20	Total	22	16	Elective			Total	30	20

VII. THE SCHOOL OF MUSIC

Courses in Music for the Training of Departmental Teachers

For the General Professional Diploma and the Elementary Music Diploma

(a) Required professional work	61 hours	54 units
(b) Required departmental work	83 hours	66 units
(c) Elective (to include 35 units basal)	49 hours	43 units
Total	193	163

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Art I	5	3	Harmony I	5	5	Education I	5	5
English I	5	5	Method I	5	5	Music Appreciation and History I	5	5
Science I	5	5	Ear Training I	5	3	Chorus Conducting IV	1	1
Music I	5	3	Chorus Conducting I	1	1	Teaching I (Music)	5	5
English X*	3	3	General Observation	5	3	Total	16	16
Total	23	19	Total	21	17			
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
English II	5	5	Harmony II	5	5	Music Appreciation and History II	5	5
Reading I	5	5	Method II	5	5	Chorus Conducting V	1	1
English XI*	3	3	Ear Training II	5	3	Teaching IV	5	5
Psychology I	5	5	Chorus Conducting II	1	1	Education II, III, or IV	5	5
			Teaching I (General)	5	5	Total	16	16
Total	18	18	Total	21	19			

<i>Third Term</i>		<i>Third Term</i>		<i>Third Term</i>		<i>Third Term</i>	
Mathematics I	5	Harmony III	5	Music Appreciation and History III	5		5
Penmanship	5	Method III	5	Chorus Conducting III	1		1
History I*	5	Ear Training III	5	Teaching III (Music)	5		5
Observation I (Music)	5	Chorus Conducting III	1	Method IV	1		1
Physical Education I	5	Psychology II	5	Education V	1		1
		Teaching II (General)	5				
Total	25	Total	26	Total	13		13
		Junior Voice	6	Senior Voice	6		6

*Other courses may be chosen.

VIII. THE SCHOOL OF PHYSICAL EDUCATION

Courses in Physical Education for the Training of Departmental Teachers and Supervisors.

A. For the Elementary Special and General Diplomas. Three-Year Course.

(a) Required professional work-----	47 hours	45 units
(b) Required departmental work-----	78 hours	57 units
(c) Required supplemental work-----	23 hours	21 units
Basal and elective-----	40-48 hours	40 units
Total-----	196-188 hours	163 units

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
Anatomy I-----	5	5	Gymnasium Practice IV-----	5	3	Gymnasium Practice VII-----	4	2
Gymnasium Practice I-----	5	3	Kinesiology-----	2	2	Corrective Gymnastics II-----	2	1
Games-----	3	2	Emergencies and Anthropometry-----	2	2	Education II-----	5	5
Folk Dancing I-----	2	1	Observation-----	5	3	Teaching III-----	5	5
Personal Hygiene-----	2	2	Science II-----	5	5	Elective-----	5	5
English I-----	5	5	Basal-----	5	3			
Total-----	22	18	Total-----	24	18	Total-----	21	18
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Anatomy II-----	5	5	Gymnasium Practice V-----	5	3	Symptomatology-----	2	2
Gymnasium Practice II-----	5	3	Playground Organization-----	5	3	Education V-----	1	1
Theory I-----	3	3	Psychology II-----	5	5	Teaching IV-----	3	3
Reading I-----	5	5	Teaching I-----	5	5	Elective and Basal-----	12	12
Handwork-----	5	3	Basal-----	5	3			
Total-----	23	19	Total-----	25	19	Total-----	18	18

<i>Third Term</i>		<i>Third Term</i>		<i>Third Term</i>		<i>Third Term</i>	
Gymnasium Practice III	5	3	Track Athletics	2	2	Teaching V	3
Theory II	2	2	Corrective Gymnastics I	3	2	Elective and Basal	15
Gymnasium Teaching	2	2	Folk Dancing II	2	1		
Athletics	5	3	Education I	5	5		
Psychology I	5	5	Teaching II	5	5		
Basal	5	3	Basal	5	5		
Total	24	18	Total	22	20	Total	18
							15

B. One-Year Course. For Graduates of the Two-Year General Professional School or its Equivalent

	Hours	Units
<i>First Term</i>		
Anatomy I	5	5
Gymnastic Teaching	2	2
Emergencies and Anthropometry	2	2
Athletics	5	3
Corrective Gymnastics I	3	2
Theory of Gymnastics I	3	3
Gymnastic Observation	2	1
Total	22	18
<i>Second Term</i>		
Anatomy II	5	5
Kinesiology	2	2
Playground Organization	3	3
Theory of Gymnastics II	2	2
Folk Dancing II	2	1
Teaching I	5	5
Total	19	18
<i>Third Term</i>		
Corrective Gymnastics II	2	1
Gymnasium Practice IV	5	3
Track Athletics	2	2
Symptomatology	2	2
Science II	5	5
Teaching II	5	5
Total	21	18

COURSES OF STUDY

THE GENERAL PROFESSIONAL SCHOOL

For information concerning courses given in the various special schools and open to election by students of the General Professional School, see explanations of the courses of these schools in later pages of this Bulletin.

EXPLANATION OF THE COURSES

THE DEPARTMENT OF ENGLISH

MR. HOWE
MISS SEAMAN
MISS MILLER

MISS BAUGHMAN
MISS PURDUM
MISS WIEBALK

English I: Grammar and Composition

A course dealing with the fundamentals of correct written expression, from the constructive point of view. *Five hours. Five units.*

English II: Literature in the Elementary School

Nature and function of literature; its educational values. Types of literature adapted to grade work. Pedagogical principles involved in the teaching of literature. *Five hours. Five units.*

English III: Oral English

Principles of spoken discourse; relation of oral to written composition. Daily practice in oral expression.

Three hours. Three units.

English IV: Advanced English Grammar

Structure and logic of the sentence. Parts of speech, and their functions. Grammatical foundation for elementary language teaching.

Five hours. Five units.

English V: Advanced Composition

Practical constructive work in the various literary forms, particularly those of the greatest utility to the grade teacher.

Three hours. Three units.

English VI: History of English Literature

Outline sketch of the historic development of literature in English, with illustrative readings and study in the successive periods.

Five hours. Five units.

English VII: The Shakespearian Drama

A reading of a number of Shakespeare's plays, and a careful study of two or more.

Five hours. Five units.

English VIII: Victorian Poetry

An interpretative study of typical selections from the poetry of Wordsworth, Tennyson, Browning, and other poets of the period.

Five hours. Five units.

English IX: Nineteenth Century Prose

Careful reading of several essays chosen from Carlyle, Arnold, Froude, Pater, Newman, or other representative essayists, for interpretation of thought and appreciation of literary qualities.

Five hours. Five units.

English X: Language Teaching in the Elementary Grades

Informal phases of oral and written language, including the use of the State text-books. Emphasis is laid upon the creative aspects of language work.

Three hours. Three units.

English XI: Language Teaching in the Intermediate Grades

Grammar and composition. Use of the State text-books in English.

Three hours. Three units.

English XII: American Literature

Outline of the history of American literature, with assigned reading and study of selected authors.

Three hours. Three units.

THE DEPARTMENT OF GEOGRAPHY

MR. CHAMBERLAIN

MRS. BECK

MISS BAUGH

MISS McCLELLAN

Vital mutual relations between the earth and its life must always exist. The study of these relations, with particular reference to human life, is geography. The special purpose of the geography undertaken in the Normal School is to enable the student to work out these relations, to grasp geographic principles and apply them in his own immediate vicinity and in other areas, and to prepare him to teach the subject in the public schools of the State.

Geography I: Elementary Physiography

This course is for students not offering entrance recommendations in physical geography. Considerable time is devoted to laboratory and field work. Much attention is given to the use of topographic maps and models.

Five hours. Five units.

Geography II: North America

An intensive study of North America in the light of the application of the principles of physical geography. The influence of geology, topography, climate and natural resources upon industrial, commercial and social development is carefully considered. Reference is frequently made to the teaching of geography in the elementary school.

Prerequisite, Geography I, or equivalent. *Five hours. Five units.*

Substantially the same plan is followed in Courses II to VI, inclusive.

Geography III: Europe

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography IV: Asia

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography V: South America

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VI: Africa and Australia

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VII: World Geography

Intended for students not taking their group elective in geography and who desire a very brief study of some of the leading countries of the world. The United States, the British Isles, France, Germany, Russia, Italy, Austria-Hungary, India, China, Japan, and parts of South America, Africa and Australia are discussed. The State Series of Geographies are used.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography VIII: Economic Geography

In this course a study is made of the conditions which influence industry and commerce, as well as of the distribution, production, transportation, and use of raw materials. The larger operations in manufacturing, and the social conditions which attend "the factory system" are considered. Particular attention is given to the industrial and commercial development of the United States.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography IX: Advanced Physiography

Those who may desire to teach geography in secondary schools will find this course especially helpful.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography X: Geography of the Pacific Coast

A study of the relations between man and his environment in the Pacific Coast States.

Prerequisite, same as for Geography II.

Five hours. Five units.

Geography XI: Special Method in Geography

In this course the fundamental purpose of geography as an instrument of education, its place in the course of study and its relation to other subjects in the curriculum are discussed.

Prerequisite, Geography I and any other course, excepting Geography IX.

Five hours. Five units.

THE DEPARTMENT OF HISTORY

MISS LATHAM

MISS SNYDER

MRS. GAINES

History I: American History

Review of important phases; attention to organization of material for seventh and eighth grades. Use of State textbooks.

Five hours. Five units.

History II: Primary History Materials and Methods

Subject matter for primary grades; special attention to the activities to accompany the presentation of the material.

Five hours. Five units.

History III: Civics

Principles of local, state and national government; current events, their investigation and application.

Prerequisite, High School United States History and Civics, or an equivalent.

Five hours. Five units.

History IV: Economic and Industrial History of the United States

Prerequisite, High School United States History, or an equivalent.

Five hours. Five units.

History V: Pacific Coast History

History of California, Oregon Territory and Utah, and Alaska; problems of current interest to citizens of Pacific Coast states. Source material used.

Prerequisite, History I or II, or an equivalent.

Five hours. Five units.

History VI: History of Medieval Europe

A survey of institutions and conditions of the period as a means to understand institutions of our own time. May not be given in 1916-17.

Five hours. Five units.

History VII: English History

Emphasis is laid upon nineteenth and early twentieth century England.

Prerequisite, History VI.

Five hours. Five units.

THE DEPARTMENT OF MATHEMATICS

MISS COLLIER

MR. DRISKO

MISS SPIERS

Mathematics I: Arithmetic

A review of the entire subject of arithmetic together with the methods of teaching arithmetic.

Five hours. Five units.

Mathematics II: Primary Arithmetic

A practical study of the subject matter and methods appropriate to instruction in the lower grades.

Five hours. Five units.

Mathematics III: Business Arithmetic

A detailed study of arithmetic in its application to business of all kinds.

Five hours. Five units.

Mathematics IV: Correlated Mathematics

A brief review of high school algebra and plane geometry, with special emphasis upon the teaching of mathematics in the intermediate schools.

Five hours. Five units.

THE DEPARTMENT OF MODERN LANGUAGES

MISS HANDY

NOTE.—No classes in French or German will be organized for students who have not already done class work in those subjects in this school.

French I

Beginning, or first year French. This course includes grammar, reading, composition, and daily conversation. *Five hours. Five units.*

French II

Continuation of preceding course. *Five hours. Five units.*

French III

Continuation of preceding course. *Five hours. Four units.*

French IV

Second year French. This course includes advanced grammar, reading, and composition, sight translation, daily conversation.
Three hours. Three units.

French V

Continuation of preceding course. *Three hours. Three units.*

French VI

Continuation of preceding course. *Five hours. Five units.*

French VII: Methods

Methods of teaching French in cosmopolitan and intermediate schools.
Prerequisite, four years of French with some ability to converse in French, or two years of French with fluency in conversation in French.
Two hours. Two units.

German I

Beginning, or first year German. This course includes grammar, reading, writing, composition, sight reading, daily conversation.
Five hours. Five units.

German II

Continuation of preceding course. *Five hours. Five units.*

German III

Continuation of preceding course. *Three hours. Three units.*

Advanced Standing

Advanced standing is not given for high school work, but substitutions may be allowed for any such work covering prescribed normal school courses. Work done in other state normal schools will be properly credited. Graduates of four-year college or university courses requiring full high school credentials for admission may complete the General Professional School Course in two terms; one year's credit on that course is given for two years of college work.

Order of Admission

The number of students admitted will be limited to the reasonable capacity of the school. Applications will be accepted in the order of their presentation, if accompanied by satisfactory credentials. Applications should be made as early as possible.

REQUIREMENTS AFTER JANUARY 1, 1917

The newly formulated rules of the State Board of Education covering the preparation of teachers necessitate a marked change in the requirements for admission to the normal schools of the State.

All candidates for provisional admission must be recommended in fifteen units of secondary work, embracing the following:

- (a) English Literature and Language (including grammar, composition, and oral expression)----- 2 units
- (b) History of the United States and Civics (including local and state government) ----- 1 unit
- (c) World History (ancient, medieval, modern, English, etc.) 2 units
- (d) Physical Sciences (including elements of physical geography, physics, and chemistry)----- 1 unit
(*After June, 1918, 2 units*)
- (e) Mathematics (including general mathematics or the applied elements of algebra or plane geometry or commercial arithmetic) ----- 1 unit
- (f) Other subjects to make a total of 15 units of recommended work—

Provided, that the applicant who presents 15 units of secondary work, of which 12 units (including (a) to (e) above) are recommended, may be admitted by the president after the receipt of a special communication from the secondary school giving the necessary assurance of the applicant's ability and promise.

The following subjects must be taken either in high school or in normal school:

Biological sciences (including physiology, hygiene, and sanitation) -----	1 unit
Music -----	1 unit
Drawing, painting, and applied design-----	1 unit
Manual Training or Household Arts, or both-----	½ unit
<i>(After June, 1918, 1 unit)</i>	
Agriculture -----	½ unit
<i>(After June, 1918, 1 unit)</i>	

As many subjects as possible of those last named should be taken before entering the normal school, in order that students may profit to the fullest extent by the elective system of the normal school and may be enabled to finish the course within two years.

Before being admitted to full undergraduate standing and during the first half year after provisional admission, all students will be required either to pass an examination in the following subjects or to enter classes in either high school or normal school for regular work in the subjects named below.

If obliged to enter classes, as stated, for such work, the time required for completing the course of study in the normal school will be extended accordingly. Students, therefore, who desire to complete their normal school course of study in the shortest time possible should enter prepared to pass the required examinations.

Subjects:

Reading	Composition
Writing	United States History and Civics
Spelling	Geography
Arithmetic	Physiology (including sanitation
Grammar	and hygiene)

The above requirements apply to students entering for the General Professional School; those for the Kindergarten Training School and for the various special schools will remain essentially unchanged.

TABULATION OF COURSES

I. THE GENERAL PROFESSIONAL SCHOOL

General Course for the Training of Elementary Teachers:

(A) *Professional Courses*, 39 units required.

Psychology I -----	5 hours	5 units
Psychology II -----	5 hours	5 units
Education I -----	5 hours	5 units
Education II, <i>or</i>		
Education III, <i>or</i>		
Education IV -----	5 hours	5 units
Education V -----	1 hour	1 unit
Observation I -----	5 hours	3 units
Practice Teaching I, II, III -----	15 hours	15 units

(B) *Basal Courses*,* 35 units required.

Art -----	5 hours	3 units
English I -----	5 hours	5 units
English II -----	5 hours	5 units
Geography I -----	5 hours	5 units
Handwork I -----	5 hours	3 units
History I -----	5 hours	5 units

Mathematics I -----	5 hours	5 units
Music I -----	5 hours	3 units
Physical Education I -----	5 hours	3 units
Reading I -----	5 hours	5 units
* Science I -----	5 hours	5 units
Science III -----	5 hours	5 units
Sewing I -----	5 hours	3 units

A student who in his high school course has included the equivalent of one or more of the basal courses listed above, may, upon application to the secretary of the faculty, receive permission to substitute for such course or courses other work in the same subject matter.

If more than 74 units be chosen from above courses, the additional units will be credited as electives.

(C) *Elective courses*, 35 units required.

To be made up of courses not included in above requirements.

*All candidates for graduation from the General Professional School must give evidence of adequate preparation in English composition, English grammar, geography, arithmetic, United States history, reading, penmanship, physiology and orthography. To meet this requirement the student may (a) present high school credentials covering these subjects, (b) elect basal courses in these subjects, or (c) pass examinations in such subjects as are not provided for in (a) and (b). For examination requirements after January 1, 1917, see pages 13 and 14. All students of the General Professional School who do not present credentials covering four years of high school English, including grammar and composition, or a course above high school grade equivalent to English I must complete English I or pass an examination in English.

These courses may be selected from any of the several departments and schools, provided all prerequisites are satisfied. They must be chosen in accordance with the following plan:

1. Group Elective: The group elective consists of 20 units chosen from one department or two closely related departments, or selected with reference to primary, rural, or grammar grade teaching. The choice of courses must be approved by the heads of the departments concerned.

2. Free Elective: The free elective consists of a sufficient number of courses in addition to those indicated above to bring the aggregate number of units to 109. These courses must be chosen from other departments than those from which any of the group elective courses are taken.

In addition to the three-year combination courses scheduled on the following pages, other three-year courses each leading to the elementary diplomas of two of the Special Schools will be arranged in exceptional cases.

II. SCHOOL OF COMMERCIAL TRAINING

General Courses, and Courses in Business for the Training of General and Departmental Teachers.
For the General Professional Elementary Diploma, and Secondary Diploma of the Commercial Type.

Required:

(a) Professional	61 hours	59 units
(b) Departmental	118 hours	96 units
(c) Supplemental and Elective	26 hours	26 units
(d) Basal	40 hours	36 units
Total	250 hours	217 units

FIRST YEAR	Hours	Units	SECOND YEAR	Hours	Units	THIRD YEAR	Hours	Units	FOURTH YEAR	Hours	Units
<i>First Term</i>			<i>First Term</i>			<i>First Term</i>			<i>First Term</i>		
English II	5	5	Psychology II	5	5	Shorthand I	5	5	Pennmanship II	3	2
Spanish Methods or			Teaching I (G)	5	5	Typewriting I	5	5	Bookkeeping II	10	5
Elective	5	5	Education V	1	1	Mathematics III	5	5	Geography VIII	5	5
Geography I	5	5	Bookkeeping I	5	5	Teaching II (O)	5	5	English III	3	3
Physical Ed. I, Music I, or Handwork	5	3	Elective	3	3				Law II	3	3
Total	20	18	Total	19	19	Total	20	18	Total	24	18
<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>			<i>Second Term</i>		
Science I	5	5	Education I	5	5	Shorthand II	5	5	Bookkeeping III	10	5
Art I (O)	5	3	Teaching II (G)	5	5	Typewriting II	5	3	Teaching IV (O)	5	5
Reading I	5	5	Elective	3	3	Business English I	5	5	History IV	5	5
Geography X	5	5	Geography V	5	5	Teaching III (O)	5	5	Business Practice	3	3
Total	20	18	Total	18	18	Total	20	18	Total	23	18

<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Psychology I	5	5	Teaching I (O)	5	5	Shorthand III	5	5	Penmanship III	3	3
Observation I	5	3	Education IV	5	5	Typewriting III	10	5	Bookkeeping IV	10	5
Mathematics I	5	5	Penmanship I	5	3	Business English II	5	5	Teaching V (O)	5	5
History I	5	5	Elective	5	5	Law I	3	3	Business Practice	5	5
Total	20	18	Total	20	18	Total	23	18	Total	23	18

Those who enter this school without meeting the requirement of the General Professional School will be obliged to meet such requirement before a recommendation for general elementary diploma is given. Recommendation for special secondary diploma is made at the end of four years, regardless of general professional requirement.

III. THE SCHOOL OF FINE ARTS

Courses in Art for the Training of Departmental Teachers and Supervisors.
A. For the General Professional and Elementary Art Diplomas. Three-Year Course.

Required:

(a) Basal	40 hours	36 units
(b) Professional	47 hours	45 units
(c) Departmental	103 hours	63 units
(d) Supplemental	32 hours	19 units
Total	222 hours	163 units

FIRST YEAR		SECOND YEAR		THIRD YEAR		Hours	Units
<i>First Term</i>		<i>First Term</i>		<i>First Term</i>			
Science I	5	Observation I	5	Education V	1	1	1
English I	5	Art Appreciation and History IV	1	Teaching II (G)	5	5	5
Basal	5	Criticism I	1	Criticism IV	1	1	0
Art Appreciation and History I	1	Composition and Design I	5	Costume Design I	5	5	3
Art I	5	Drawing and Painting I	5	Drawing and Painting III	5	5	3
		Outdoor Sketching I	4	Outdoor Sketching III	3	3	2
		Supplemental	5	Supplemental	5	5	3
Total	21	Total	26	Total	25	17	
<i>Second Term</i>		<i>Second Term</i>		<i>Second Term</i>			
Basal	10	Psychology II	5	Teaching II (A)	5	5	5
Art Appreciation and History II	1	Teaching II (G)	5	Art Methods II	1	1	1
Art II	5	Art Appreciation and History V	1	Criticism V	1	1	0
Mechanical Drawing I	5	Criticism II	1	Interior Decoration I	5	5	3
Library Methods	3	Composition and Design II	5	Art Crafts I	5	5	3
		Lettering	2	Drawing and Painting IV	5	5	3
		Perspective	5	Supplemental	5	5	3
Total	24	Total	24	Total	27	18	

<i>Third Term</i>			<i>Third Term</i>			<i>Third Term</i>		
Basal	10	8	Education I	5	5	Education II, III, or IV	5	5
Psychology I	5	5	Teaching I (A)	5	5	Teaching III (A)	1	1
Art Appreciation and History III	1	1	Art Methods I	1	1	Criticism VI	1	1
Art III	5	3	Art Appreciation and History VI	1	1	Interior Decoration II	5	3
Supplemental	5	3	Criticism III	1	1	Illustration	5	3
			Applied Design I	5	3	Drawing and Painting V	5	3
			Drawing and Painting II	5	3	Supplemental	4	2
Total	26	20	Total	23	19	Total	26	18

B. For the Secondary Art Diploma. One-Year Course
FOR GRADUATES OF THE THREE-YEAR COURSE OR ITS EQUIVALENT

Required:

(a) Professional	11 hours	11 units
(b) Departmental	45 hours	27 units
(c) Elective	16 hours	16 units
Total	72	54

	Hours	Units
<i>First Term</i>		
Teaching IV (A).....	5	5
Art Methods III.....	1	1
Costume Design II.....	4	2
History of Costume.....	1	1
Drawing and Painting VI.....	5	3
Outdoor Sketching IV.....	3	2
Criticism VII	1	0
Elective	5	5
Total	25	19
<i>Second Term</i>		
Teaching V (A).....	5	5
Art Method IV.....	1	1
Applied Design II.....	5	3
Art Crafts II.....	4	2
Drawing and Painting VII.....	4	2
Criticism VIII	1	0
Elective	5	5
Total	25	18
<i>Third Term</i>		
Teaching VI (A).....	1	1
Art Method V.....	1	1
Art Crafts III.....	5	3
Illustration II	5	3
Outdoor Sketching V.....	3	2
Criticism IX	1	1
Elective	6	6
Total	22	17

THE SCHOOL OF MANUAL ARTS

MR. KENT
MISS RICHARDSON
MISS WHITICE
MISS BLANCHARD
MR. ANGIER

MR. MANSFIELD
MISS ROBB
MR. REAVIS
MR. CALKINS

Two diplomas are offered by this school: (a) the Elementary Diploma, granted upon the satisfactory completion of three years of work, including teaching in the Training School; (b) the Secondary Diploma, granted upon the satisfactory completion of four years of work, including teaching in the Intermediate School or the Normal School, or both.

For high school work substitution will be allowed, but in no instance will a student be excused from all courses in any one line of work. Students who expect to complete both the General Professional School and Manual Arts Course are advised to enroll first in the School of Manual Arts.

THREE-YEAR COMBINATION COURSE

The three-year combination General and Manual Arts Course is maintained for those who are willing to devote part of their time to general grade work and the remainder to the teaching or supervising of the manual arts subjects.

Upon the satisfactory completion of this course two diplomas of elementary grade will be granted: first, the General Normal Diploma; second, The Manual and Fine Arts Type, Elementary.

FOUR-YEAR SHOP COURSE

This course is designed for those who wish to teach either Wood-working or Metal-working and Instrumental Drawing in intermediate or secondary schools. At the completion of the course the student is granted a secondary diploma of the Manual and Fine Arts type.

FOUR-YEAR CRAFT COURSE

The purpose of this course is to meet the needs of those students who intend to teach the Art Crafts, Instrumental Drawing, and Design in intermediate and secondary schools. Completion of this course entitles the student to a diploma of secondary grade of the Manual and Fine Arts type.

EXPLANATION OF THE COURSES

Organization of Manual Arts Courses

A brief history of the development of the Manual Arts movement in this country, followed by a discussion of the theory and economics of the present course of study.

Two hours. Two units.

Clay I

Modeling and Pottery. Emphasis is laid upon the study of form, design, decoration and technique. *Five hours. Three units.*

Clay II

Continuation of Clay I, together with casting, throwing, firing and glazing. *Ten hours. Six units.*

Clay III

Course and hours to be arranged with instructor.

Metal Craft I

Processes of raising, saw-piercing, etching, soldering, repoussé work and enameling. *Five hours. Three units.*

Metal Craft II

Continuation of Course I, together with chain-making, stone-setting, leaded glass and molding. *Ten hours. Six units.*

Metal Craft III

Course and hours to be arranged with instructor.

Leather I

Decoration of leather by means of tooling, modeling, incising, inlaying and coloring, and making up articles. *Five hours. Three units.*

Leather II

Continuation of Course I, together with some advanced bookbinding. *Ten hours. Six units.*

Leather III

Course and hours to be arranged with instructor.

INSTRUMENTAL DRAWING**Mechanical Drawing I**

Working drawings and lettering. *Five hours. Three units.*

Mechanical Drawing II

Orthographic projections. *Five hours. Three units.*

Mechanical Drawing III

Orthographic projections continued and a brief treatment of isometric and cabinet projection. *Ten hours. Six units.*

Architectural Drawing I

or

*Ten hours. Six units.***Machine Drawing I****Architectural Drawing II**

or

*Ten hours. Six units.***Machine Drawing II****WOOD-WORKING COURSES****Wood Shop I**

Beginning bench work consists of work in soft and hard wood, the correct use and proper care of the common wood-working tools, and the application of stains and other finishes. *Ten hours. Six units.*

Wood Shop II

Joinery and cabinet work. Continuation of Course I.

*Ten hours. Six units.***Wood Shop III**

Cabinet and furniture design and construction.

*Ten hours. Six units.***Wood Shop IV**

Wood turning.

*Ten hours. Six units.***Wood Shop V**

Pattern making.

*Ten hours. Six units.***Wood Shop VI**

Pattern making continued.

Ten hours. Six units.

Additional work in Wood Shop to be arranged for with instructor.

COURSES FOR RURAL SCHOOLS**Building Construction**

Covers work in wood, plaster, concrete, brick, and iron.

*Ten hours. Six units.***Rural Engineering**

The care and repair of pumps and engines. *Ten hours. Six units.*

METAL-WORKING COURSES

Metal Shop I

Forge work and pipe fitting. *Ten hours. Six units.*

Metal Shop II

Forging in iron and steel; tool making and dressing.
Ten hours. Six units.

Metal Shop III

Molding and foundry practice. *Ten hours. Six units.*

Metal Shop IV

Machine shop practice. *Ten hours. Six units.*

Metal Shop V

Machine shop practice continued. *Ten hours. Six units.*

Metal Shop VI

Machine construction. *Ten hours. Six units.*
Additional work in Metal Shop to be arranged for with instructor.

THE SCHOOL OF MUSIC

MISS WRIGHT MISS BLEWETT MISS GOUGH MISS (MABEL) BARNHART
 MRS. VAUGHN MISS (JUNE) BARNHART

EXPLANATION OF THE COURSES

Voice Culture

Given throughout the entire course.

Methodology

A study of schoolroom problems and the adaptation of material to the grades in the light of pedagogical principles as developed in the Department of Education.

Course I

The sensory period. Kindergarten, first and second grades.
Three hours. One unit.

Course II

The associative period. Third, fourth, and fifth grades.
Three hours. One unit.

Course III

The adolescent period. Sixth, seventh, and eighth grades.

Three hours. Two units.

Course IV

General problems, and high school supervision.

One hour. One unit.

History and Appreciation I

Relation of music to the other arts and to human life; music of the primitive, semi-civilized, Greek, Roman, and mediæval periods; the epoch of vocal counterpoint; the development of monophony.

Programs illustrating the various periods.

Five hours. Three units.

History and Appreciation II

Development of music through the classic and romantic periods.

The study of programs by visiting artists and representative music organizations.

Five hours. Three units.

History and Appreciation III

The early nineteenth century and the modern period, illustrated by programs.

Five hours. Three units.

Ear Training I, II, III

The object of this course is to train the ear, to strengthen the musical memory, and to assist students to write from dictation.

Each two hours. One unit.

Harmony I

Intervals, scales, chord construction; different species of seventh and ninth chords; chord relation in cadence. Bytones; sub-tonic and sub-dominant harmony; melody writing; keyboard work; harmonization of melodies; analysis.

Five hours. Five units.

Harmony II

Supertonic, submediant and mediant harmony; chromatic chords; augmented sixth chords. Analysis, harmonization of melodies and original composition continued.

Five hours. Five units.

Harmony III

Continuation of chromatic harmonies; modulation by common chord and common tone; neapolitan sixth; advanced analysis and original composition.

Five hours. Five units.

Songs I, II and III

An analytical study of one-part, two-part, and three-part songs.
 Dictation. Interpretation. *Five hours. Three units.*

Chorus Conducting

The use of the baton with grade and high school choruses and glee clubs. *One hour. One unit.*

The following courses are offered especially for students of the General Professional School:

Music I

Sight singing. *Five hours. Three units.*

Music II

Study of material. Chorus conducting. *Three hours. Two units.*

Music III

Elementary theory. Terminology. *Five hours. Three units.*

Students taking Music as a group elective are required to take the above courses and also History and Music Appreciation I, II and III.

Total, twenty-five hours, twenty units.

THE SCHOOL OF PHYSICAL EDUCATION

MISS JACOBS MISS GRUNEWALD MISS KELLS MR. SCHLATTER

An additional instructor in this school will be appointed for 1915-16.

EXPLANATION OF THE COURSES**Anatomy I**

Study of the skeleton—bones, joints, muscles. *Five hours. Five units.*

Anatomy II

Study of the circulatory systems, nerves and viscera. *Five hours. Five units.*

Kinesiology

Study of joint mechanism, and the effect of postures and movements. *Two hours. Two units.*

Theory I

Discussions of the need, the aims, and the effects of physical exercise. *Three hours. Three units*

Theory II

Discussions of selection and progression of exercises, and methods of teaching. *Two hours. Two units.*

Corrective Gymnastics I and II

Study of posture, methods of correcting, and practical work with children.

I—*Three hours. Two units.* II—*Two hours. One unit.*

Symptomatology

Lectures on the nature, cause and symptoms of common diseases.

Two hours. Two units.

Emergencies and Anthropometry

First aid to the injured. Methods of measuring and testing the body and determining the normal and abnormal variations.

Two hours. Two units.

Gymnasium Practice I

Elementary Swedish gymnastics.

Five hours. Three units.

Gymnasium Practice II

Advanced Swedish gymnastics with apparatus.

Five hours. Three units.

Gymnasium Practice III

Teaching of elementary gymnastics.

Two hours. Two units.

Gymnasium Practice IV

Hand apparatus. Rhythms.

Five hours. Three units.

Playground Organization and Administration

Five hours. Three units.

Games

Progressive elementary games.

Three hours. Two units.

Athletics

Organized games, such as volley ball, basket ball, field hockey.

Five hours. Three units.

Track Athletics

Two hours. Two units.

Folk Dancing I

Simple singing games and dances.

Two hours. One unit.

Folk Dancing II

Advanced folk and national dances.

Two hours. One unit.

The following courses are offered especially for students of the General Professional School.

Physical Education I

A practical course to meet the needs of the elementary schools.

Five hours. Three units.

Progressive plays, games and folk dancing as offered in the Physical Education School.

Five hours. Three units.

Physical Education VII

Folk dancing. A graded course in folk and national dances for the development of rhythm, self-expression and the joy of the movement.

Two hours. One unit.

German IV

Second year German. This course includes advanced reading, grammar, composition, daily conversation, sight translation.

Three hours. Three units.

German V

Continuation of preceding course.

Four hours. Four units.

German VI

Continuation of preceding course.

Five hours. Five units.

German VII: Methods

Methods of teaching German in cosmopolitan and intermediate schools.

Prerequisite, four years of German with some ability to converse in German, or two years of German with fluency in conversation in German.

Two hours. Two units.

Spanish

It is expected that class work in Spanish will be provided for students who may wish to begin the study of that language, or who have already made such beginning.

Spanish: Methods

Methods of teaching Spanish in cosmopolitan and intermediate schools.

Prerequisite, four years of Spanish with some ability to converse in Spanish, or two years of Spanish with fluency in conversation in Spanish.

Two hours. Two units.

THE DEPARTMENT OF PRACTICE TEACHING

MR. SHEPARDSON

MISS OSGOOD

MISS WELLS

MRS. BERNAYS

MISS KELLS

MISS VEVERKA

MRS. BROMMERS

MISS MACKENZIE

MRS. PRESTON

MISS DAVIS

MISS ROBINSON

MISS WALLOP

MRS. ALLEN

MR. ANGIER

MISS CAMPBELL

MISS COOK

MISS KAHLEY

MISS MACPHERSON

Observation I

Observation I, for students in the General Professional School, is required in the Junior A term, or in the first term for students admitted to Senior standing.

Five hours. Three units.

Observation II

Open to Senior B's of the General Professional School. Senior A's may be admitted if there is room.

Observation II is elective.

Five hours. Three units.

Teaching I, II, and III

Students may be assigned for practice teaching in the Normal Training School, in a Supplemental Training School (Grand Avenue or Fremont Avenue in 1915-1916), or as cadet teachers at large in other Los Angeles city schools. No student is assigned to cadet teaching who has not had some practice in one of the training schools.

All students except those who enter with Senior standing, before receiving the first teaching assignment should have had a course in the subject matter they are to teach and a course in the methodology of this subject, but must have had one or the other and also Observation I.

Teaching I, II and III are required Senior courses, each a five-hour, five unit course.

Practice in teaching is usually afforded in a lower (1-3), a middle (4-6), and an upper (7-9) grade. Some of the students who are preparing to teach in rural schools are sent into rural communities to do cadet teaching, each for a period of two weeks. This rural practice is taken in lieu of teaching II or Teaching III.

Teaching IV

Students who wish additional practice in general teaching or who wish to specialize in teaching, either in a certain subject or in a certain grade or group of grades, may elect Teaching IV, provided there is opportunity to furnish the practice. The privilege of electing Teaching IV must always be obtained at the office of the Supervisor of Practice Teaching before the work is undertaken.

Usually there is opportunity for a limited number to obtain credit in Teaching IV in special kinds of work in Los Angeles, such as in evening schools, in continuation school work, in playground work, in gardening, etc.

Teaching IV is elective; number of hours and amount of credits arranged with individual student.

NOTE.—At least one-half of all teaching credits obtained (teaching not accredited on credentials), must be of "recommended" grade.

THE DEPARTMENT OF PSYCHOLOGY AND EDUCATION

MR. WADDLE
MR. MACURDA
MR. DARSIE
MISS SULLIVAN

MISS FERNALD
MISS PATTERSON
MISS WIEBALK

DR. HOAG
MR. ROOT
MISS FISHER

Of the courses offered in this department all students are required to take Psychology I, Psychology II, and Education I. In addition to these the student taking the General Course is required to take either Education II, III, or IV and Education V.

The order in which the required courses are taken should not be varied, since each course is so planned as to be either definitely preparatory for, or dependent on, other courses preceding or following it.

Before including any course in his program the student should be sure he has had its prerequisite.

PSYCHOLOGY

Psychology I: Educational Psychology

The fundamental facts of consciousness are treated from the biological and genetic points of view.

Prerequisite, Science I, or its equivalent. *Five hours. Five units.*

Psychology II: Child Psychology

The fundamentals of child psychology and child behavior as conditioned by child physiology and hygiene.

Prerequisite, Psychology I, or its equivalent, and senior standing.

Five hours. Five units.

Psychology III: Advanced Educational Psychology (Elective)

A continuation of Psychology I with emphasis on concrete and practical applications.

Prerequisite, Psychology I, or its equivalent.

Three or four hours. Three or four units.

Psychology IV: Clinical Psychology (Elective)

An advanced course in the observation of clinical work, and the direct study of individual problems.

Prerequisites, Psychology I and III, or equivalent courses.

Hours and units by individual arrangement.

EDUCATION

Education I: Principles of Education and Principles of Teaching

A discussion of the meaning, aims, methods and materials of education as conditioned by the nature of children and the organization of society.

Prerequisite, Psychology I and II.

Five hours. Five units.

Education Ik: Principles of Education

A short course open to Kindergarten Students only.

Prerequisite, Psychology I and II.

Three hours. Three units.

Education II: History of Education

A brief survey of the history of education as the history of the conscious development of mankind.

Prerequisite, senior standing.

Five hours. Five units.

Education III: Primary Education

A study of the principles and practice of education in primary grades. All the problems of these grades are handled concretely, constructively and practically.

Prerequisite, senior standing.

Five hours. Five units.

Education IV: Rural Education

The aim of the course is to present the condition and problems of rural life and rural education and to give constructive and practical suggestions for the effective organization and management of a typical rural school.

Prerequisite, senior standing.

Five hours. Five units.

Education V: School Law

One hour. One unit.

Education VI: School Hygiene (Elective, Spring Term)

The hygiene of the school, the hygiene of instruction, mental hygiene.

Prerequisite, Psychology I and II.

Three hours. Three units.

Education VIII: Kindergarten Education (Elective)

This is a short course in Kindergarten Education designed especially for students of the General Professional School. One hour each week will be given to observation of the children and their activities in the Kindergarten.

Prerequisite, senior standing.

Three hours. Three units.

Education IX: Educational Sociology (Elective)

This course is designed to introduce the student to some of the simpler principles of sociology and to stimulate practical investigation of such sociological problems as are most intimately connected with education.

Prerequisite, senior standing.

Five hours. Five units.

THE DEPARTMENT OF READING

MRS. HUNNEWELL

MISS KEEPIE
MISS THOMAS

MISS COGSWELL

Reading I

Oral expression; phonetics; voice training.

Five hours. Five units.

Reading II

Advanced interpretation; voice training; platform deportment.

Prerequisite, Reading I.

Five hours. Five units.

Reading III

Reading methods for the primary grades; story-telling; dramatization.

Prerequisite, Junior A standing.

Three hours. Three units.

Reading IV

Reading method for intermediate and grammar grades.

Three hours. Three units.

SCIENCE

MR. MILLER
MR. OLDER

MR. HUMMEL

MISS ATSATT
MISS SWIFT

Science I: Physiology and Hygiene I

This subject, taken either in High School or in Normal School, is required as preparation for Psychology.

Five hours. Five units

Science II: Physiology and Hygiene II

A continuation of more advanced studies in Physiology, having especial reference to the subject of Hygiene.

Science III: Nature Study

This course deals with the theory and practice of Nature Study, aiming to give the student appreciation, point of view, and a proper attitude toward the teaching of the subject.

Five hours. Five units.

Science IV: Agriculture I

The point of view of the course is that of Agriculture as a human interest subject now firmly based upon scientific principles, and co-ordinate with other science work of the schools.

Science V: Agriculture II

This course is a continuation of Science IV.

Science VI: Bionomics

An elective course designed particularly for teachers and dealing with some biological aspects of Education, of Physiology and of Agriculture. Open to students of senior standing.

Five hours. Five units.

Science VII: Agriculture III

A method course in Agriculture. Open to those who have had Agriculture I.

Five hours. Five units.

Science VIII: Anatomy I

A course designed for students of the School of Physical Education. Open to other students only by conference with the instructor.

Five hours. Five units.

Science IX: Anatomy II

A continuation of Science VIII.

Five hours. Five units.

COURSE IN LIBRARY METHODS

MISS FARGO

This course is intended as an introduction to the use of books and the library, also to the organization and management of school libraries. Five periods a week for a term of twelve weeks are assigned each pupil. Two periods each week are given to lecture work and the other periods are devoted to practice work in the library. Each student is required to make an extensive bibliography before the term closes. This is in a measure review work, covering the entire term's work, involving the use of much of the material studied and discussed.

Five hours. Three units.

SCHOOL OF COMMERCIAL TRAINING

MR. AUSTIN

MRS. ALLEN

The Purpose

The course is designed to meet the needs of those who expect to become teachers in the high or intermediate schools. The completion of the four-year course leads to the general elementary certificate, and the special secondary certificate of the commercial type.

Advanced Standing

Those who have had commercial training elsewhere may substitute an equal number of units in other subjects. The course is not shortened because of advanced standing.

Value of Certain High School Equivalents

Time devoted in the secondary school period to study or work in the special subjects in which the candidate desires certification may be substituted at the rate of half time for similar studies or for work in the collegiate period. Such substitution shall not exceed one-half of the total time required in the special subject or subjects.

Plan for Four Years

Those desiring to specialize in commercial subjects should plan for the four-year course upon entering.

Post-graduates

It may be possible for those who have been graduated from the two-year, general professional course, to complete the four-year course in two years.

Time Required for Graduation

Recommendation for general elementary and special elementary certificate of the commercial type, three years beyond the high school, or the equivalent. Secondary commercial, four years beyond the high school, or the equivalent.

Recommendation for Secondary Certificates

One who has had valuable business experience, making possible recommendation for a secondary certificate in less than four years through the process of substituting "equivalents," is not regarded as a graduate of the school, although the certificate received is the same as the special certificate granted to a graduate of the four-year course. The general elementary certificate is, of course, not granted.

EXPLANATION OF THE COURSES

All courses open to all students.

Departmental and supplemental courses which are offered in the general department of the school are explained elsewhere.

(The hours in bookkeeping courses are doubled in order to give opportunity for consecutive preparation and recitation. Should such consecutive arrangement interfere with the student's general program it will not be insisted upon.)

Bookkeeping I

The purpose of this course is to develop the double entry principle, including business and financial statements. The student is taught the value of accuracy and familiarized with ordinary commercial papers.

Ten hours. Five units.

Bookkeeping II

Time is given to journalizing, making opening entries, trial balances, statements of different forms, closing the ledger, and analyzing accounts.

Prerequisite, Bookkeeping I.

Ten hours. Five units.

Bookkeeping III

Partnership business and special column books. Corporation accounting.

Prerequisite, Bookkeeping II.

Ten hours. Five units.

Bookkeeping IV

Cost accounting, banking and finance.

Prerequisite, Bookkeeping III.

Ten hours. Five units.

(Zaner Certificates are awarded to those who acquire the necessary proficiency. Students will avoid preparation and recitation in consecutive periods if possible.)

Penmanship I

Arm movement and other fundamental principles. This course is offered each term.

Five hours. Three units.

Penmanship II

A continuation of Penmanship I with special emphasis upon sentence and paragraph writing. Intensive study of forms.

Prerequisite, Penmanship I.

Three hours. Two units.

Penmanship III

A continuation of Penmanship II with special emphasis upon page writing.

Five hours. Three units.

Prerequisite, Penmanship I and II, or their equivalent.

Shorthand I

A thorough study of eleven lessons in the Gregg manual.

Five hours. Five units.

Shorthand II

Gregg manual completed and reviewed. Required of all who enter with advanced standing.

Five hours. Five units.

Prerequisite, Shorthand I or its equivalent.

Shorthand III

Dictation and accurate transcription. Taking dictation outside of, and in the department. Transcribing ready for the printer.

Prerequisite, Shorthand II.

Five hours. Five units.

Typewriting I

Touch method. Finger exercises. Mastery of the keyboard and a study of the machine. *Five hours. Three units.*

Typewriting II

A continuation of Typewriting I. Addressing envelopes, writing legal forms. Simple speed practice. Carbon duplication. Mimeographing. Prerequisite, Typing I. *Five hours. Five units.*

Typewriting III

Transcribing notes. The use of office equipment. Mimeographing. Text used—"Office training for Stenographers." Gregg Publishing Co. Prerequisite, Typing II. *Five hours. Three units.*

Business English, I, II

These courses consist of writing various kinds of letters, minutes of meetings, reports, news reports, outlines, and summaries. Speaking from brief card outlines. All class work to be conducted in accordance with parliamentary law.

Two terms required. *Each, Five hours. Five units.*

Commercial Law, I, II

The purpose of this course is to give the student a knowledge of the rules of business. A study is made of contracts, sales, bailments, insurance, credits and loans, negotiable instruments, principal and agent, master and servant, partnerships and joint-stock companies, corporations, real and personal property.

Two terms required. *Each, Three hours. Three units.*

THE SCHOOL OF FINE ARTS

MISS GERE
MISS CRAWFORD

MISS BROOKS
MISS PINKNEY

MISS HAZEN
MISS CHANDLER

Advanced Standing

With all applications for advanced standing at entrance, the work itself as well as the credentials upon which the application is based, should be submitted; or in cases where this is impossible, an examination will be given.

Purpose of the School of Fine Arts

The purpose of the School of Fine Arts is to develop appreciation, to lead to self-expression and to prepare the student to teach the subject to others in a sequential way.

The instruction begins with the theory of structure in the space-arts, and includes both original work in design and drawing and painting from nature.

Each step is illustrated by photographs, drawings, prints, textiles, pottery, and other fine examples. These are studied for a definite purpose, and lead to an appreciative interest in the history of art.

Theory and practice of teaching art are given special attention. Instruction in the preparation of lessons, including methods of presentation and criticism, make direct connection with the work of the Training School. More advanced work includes the planning of equipment and of study-courses, and teaching, under supervision.

EXPLANATION OF THE COURSES

Art Appreciation and History of Art

Lectures illustrated by lantern slides.

Art I, II, and III

Study of art structure. Principles and elements of art. Application to problems in design and in drawing and painting.

Composition and Design—Art Structure

Applied design. Relation of design to handicraft.

Art Crafts

Wood block printing, dyeing, stenciling, weaving, embroidery, stained glass windows (painted glass).

Costume Design

Principles and elements of art applied to costume. Hairdressing. Millinery.

History of Costume

An appreciative study of costume.

Interior Decoration

Application of art principles to public building and homes.

Lettering (Freehand)

Design in lettering.

Mechanical Drawing

Orthographic projection. Working drawings. House plans.

Drawing and Painting

Study of significant line, values, light and shadow, color. Studio work and outdoor sketching.

Perspective

Principles and practical application.

Illustration

Pictorial composition, cartoons. Processes of reproduction.

Art Methods

Structural (synthetic) and analytic methods compared. Discussion of children's work and problems in teaching. Planning courses of study, equipment, etc.

Criticism

Entire work of each week put up for comparison and criticism.

Mediums

Charcoal, chalk at blackboard, pencil, ink, cut paper, crayola, water color, fresco and oil colors.

THE SCHOOL OF HOME ECONOMICS

MISS HALLAM
MISS MACPHERSON

MISS SMITH
MISS BECKETT

MISS CHILTON
MISS EVANS

EXPLANATION OF THE COURSES**Home Economics Education**

A study of Domestic Art and Domestic Science with special reference to laboratory equipment, cost, and care; courses of study, adaptation to time, place, and local conditions; application of educational principles and methods to specific problems in grade cooking and serving.

Four hours. Four units.

Chemistry I: General Inorganic Chemistry

Lectures and laboratory.

Six hours. Four units.

Chemistry II: Food Chemistry 1

Lectures and laboratory. Study and examination of carbohydrates, fats, and proteins.

Six hours. Four units.

Chemistry III: Food Chemistry 2

Lectures and laboratory continued.

Six hours. Four units.

Chemistry IV: Household Chemistry

Study of water, fuels, hydrocarbons, alcohol, acids, soaps, dyes, and cleaning agents used in the household. Lectures and laboratory.

Six hours. Four units.

Bacteriology

Lectures and laboratory exercises. *Five hours. Three units.*

Hygiene I: Hygiene and Sanitation

Effect of environment upon health; sanitary control of food, air, and water; disposal of garbage and sewage; micro-organisms as cause of disease; prevention and control of communicable disease by isolation, quarantine, disinfection, inoculation and other protective measures.

Three hours. Three units.

Administration I: Nursing

Elementary home nursing and first aid; domestic emergencies; first aid and simple procedure in home care of the sick.

Three hours. Three units.

Administration II: Domestic Laundering

Discussion, demonstration, laboratory work; principles and processes.

Four hours. Two units.

Administration III: Household Management

Reading and discussion. The budget and its apportionment; choice of dwelling; moving and settling; house furniture, utensils, and appliances; supplies; household service; maintenance.

Two hours. Two units.

Administration IV: History Home Economics

Readings and discussions.

Five hours. Five units.

Sociology

Elements of sociology, lectures, readings, and discussions.

Five hours. Five units.

Sewing I

Covers work of the first six grades in the Elementary School. Class demonstration and criticism in presentation of subject matter. Pre-requisite or parallel, Art I.

Five hours. Three units.

Sewing II

Course in garment making. The use of the sewing machine and its attachments. Use of commercial patterns.

Five hours. Three units.

Sewing III

Study of fabrics, line and color. Making of wash dresses, with special attention to design and careful workmanship.

Five hours. Three units.

Sewing IV

Dressmaking. Crinoline modeling and drafting. Making of wool and silk dresses. *Six hours. Four units.*

Sewing V

Dressmaking advanced. Evening dresses; draping and pattern making. *Six hours. Three units.*

Millinery I

Making and covering of simple buckram and rice net frames. Elements of wire frame making. *Five hours. Three units.*

Millinery II

Wire frames. Modeling in rice net. The making of several hats of different materials and types. Special attention given to design and workmanship. *Five hours. Three units.*

Costume Design

Designing of costumes for the individual. Study of lines, colors and styles best suited to various types. *Four hours. Two units.*

Textiles

A study of the primitive industries and their relations to the modern period. Study of the important fibres used in the manufacture of fabrics, the processes of manufacture, design, adulteration, etc. The collecting and arranging of materials for teaching various phases of the work. *Six hours. Four units.*

History of Costumes

An appreciative study of beautiful costumes beginning with the Greek and Egyptian, and including modern dress. *Three hours. Two units.*

House Furnishing I

The application of the principles of proportion, subordination, etc., to household art. Color harmony. Use of color in different exposures; its effect upon the eye. Spacing as applied to divisions of wall, curtains, arrangements of flowers, pottery, etc. Discussions of wall papers, draperies, damask, etc. *Four hours. Two units.*

House Furnishing II

A continuation of the work done in the first course, with special emphasis on the economic selection of modern house furnishings. *Three hours. Two units.*

House Plans

Application of mechanical drawing to house plans. Study of suitable site, floor plans, elevations, heating, lighting and ventilating. To accompany the course in architecture. *Five hours. Three units.*

***Cookery I**

Elementary Cookery. Lectures and laboratory work. Study of the fundamental food principles. Special attention to methods of teaching cookery in the grades. *Five hours. Three units.*

Cookery II

Food preparation, lectures and laboratory work in the different processes of cooking. *Five hours. Three units.*

Cookery III

Continuation of Cookery II. *Five hours. Three units.*

Cookery IV

Planning and serving of meals. Home cooking. School cafeteria problems. *Six hours. Four units.*

Cookery V

Cooking for invalids and infants. Preparation and serving. *Five hours. Three units.*

Cookery VI

Fancy cookery. Lectures and laboratory. *Six hours. Three units.*

Cookery VII

Institutional cookery. Lectures and laboratory exercises. *Five hours. Three units.*

Dietetics I

Lectures, recitations, laboratory work. Nutritive value of foods and the nutritive requirements of the body. Food values studied quantitatively and problems for different ages and conditions worked out concretely. *Six hours. Four units.*

Dietetics II

Continuation of Dietetics I. *Six hours. Four units.*

***COOKERY LABORATORY UNIFORM:**

1. White, *plain* tailored shirt waist.
 - (a) May have round or pointed neck.
 - (b) Sleeves *below* the elbow.
2. No colored ribbons or ties.
3. Large white bib apron, completely covering the skirt.
 - (a) Light weight Indian head, duck or similar material.
 - (b) Apron pattern, Butterick 5361.
 - (c) Placket buttoned down 6 inches.
4. No jewelry.

THE SCHOOL OF KINDERGARTEN TRAINING

MISS MASCORD

MISS KNIGHT

MISS GREENWOOD

MISS DOUGLAS

MISS WHITE

EXPLANATION OF THE COURSES

This department offers to the student the general educational training necessary to all teachers, together with a broad training in the special kindergarten principles and methods.

Kindergarten Principles and Theory

Lectures, discussions, papers—a study of Froebel's philosophy and educational principles as embodied in his Mother-Play and Education of Man, and the relation of these to modern educational theory and practice.

Theory I, II and III: The Mother-Play

Each two hours. Two units.

Theory IV: The Education of Man

Two hours. Two units.

Theory V: Kindergarten Literature

Two hours. Two units.

Handwork

Lectures, discussions and practical work. These courses are designed to equip the student with a practical knowledge of those materials which serve as a means of self-expression for the child, and with the principles of method which underlie their use.

Handwork Ik, IIk, IIIk

The gifts and occupation-materials of the kindergarten.

Each five hours. Three units.

Handwork IVk: Constructive Handwork

This is advanced handwork suitable for the oldest kindergarten children and the primary grades. It embraces constructive work with paper, cardboard, raffia, yarn, and simple woodwork. The problems of the doll house and its equipment, and of the making of children's simple toys, are worked out.

Two hours. Two units.

Program I, II, III

Lectures, discussions and required readings. This course aims to make application of the principles of kindergarten theory in practical work. The kindergarten materials are studied with a view to the formulation and arrangement of a kindergarten program.

Each three hours. Three units.

Story Work

Stories hold an important place in the kindergarten program. This course aims to acquaint the student with the sources of good literature for children and to give standards of selection and adaptation.

Stories I, II, III

A study of classic myths, folklore, the fairy tale and the fable. In addition Mother Goose, finger plays, simple poems, humorous stories, Bible stories, are given. A consideration of the principles of selection, methods of presentation, and practice in story telling throughout the course.

Each two hours. Two units.

Games and Hygiene

The purpose of this course is to bring the student into greater sympathy with child life through the actual playing of children's games. Games are played which are suitable both for the indoor room and the outdoor gymnasium.

Aside from this, the history and psychology of play are studied and the relation of play to life is considered.

Games and Hygiene I, II, III

Activity plays, rhythm, and representative exercises developed into traditional and kindergarten games. Play spirit emphasized.

Each two hours. One unit.

Games and Hygiene IV, V

The study of the history of play; the psychology of play, with its motives and theories; play as related to physical development.

After this general knowledge is attained, the student is encouraged to develop original games. The hygienic problems of kindergarten management also are considered.

Each two hours. One unit.

Piano

A course designed to give practical knowledge of kindergarten rhythms and songs, to develop, by actual use of the piano in class, ability in spirited and rhythmical accompaniment of activities and sympathetic accompaniment of songs.

Two hours. Two units.

Music Ik

Breathing exercises, voice placing, sight reading, selection of kindergarten music and study of kindergarten songs; work in phrasing and expression.

Five hours. Three units.

THE TRAINING SCHOOL

Beginning with the year 1915-16, the Normal Training School was organized as an integral part of the Normal School. It consists of a Kindergarten, the succeeding six grades of the Elementary school, and the three years (7-9) of the Intermediate school. Pupils are admitted upon the same terms as to Los Angeles city schools, and the same general plan for classification and promotion obtain.

The work of the Training School is so planned that the student-teachers are given sufficient experience to enable them to teach successfully. They are placed under such conditions that from the first they will form correct professional habits and master those principles which will insure future growth.

To secure the first end each student is required to teach throughout the senior year under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction.*

To form the basis for growth the students are given abundant opportunity to observe the best teaching, for the purpose of seeing what it has that will be helpful to them, and are led constantly to note the application of the principles upon which all good teaching must rest.

COURSE OF STUDY

Pupils are subject to the possibility of change to Los Angeles city schools. Therefore, the courses of study for the schools of the city in the Kindergarten and the Elementary school are followed sufficiently to permit such changes to be made without loss to pupils, but they are followed only to the extent necessary to permit such changes. The pedagogical aims and the practices of the school and the courses of study to some extent are determined by the Normal School. During 1915-16, the six courses of study for Intermediate schools of Los Angeles were followed, except that one suggested elective, Latin, was not offered.

*NOTE.—Beside the Normal Training School, portions of two other city schools are utilized as supplemental training schools. In 1915-16 Fremont Avenue and Grand Avenue schools were so used. In addition, a number of students are given opportunity to do cadet teaching in other Los Angeles city schools. A few have opportunity to do cadet teaching in rural schools.

GENERAL INFORMATION.

Residence

Non-resident students *are required* to have rooms and board in places approved by the faculty. Before engaging rooms or board and before changing rooms, therefore, such student should consult the Counsellor of Women, receiving from her a list of approved homes from which to make selection, or confer with her concerning proposed arrangements. Failure to comply with this requirement renders them liable to an enforced change of residence. To meet students for such conference the Counsellor of Women will be in attendance at the building during the entire week preceding the opening of each school term.

Students may reduce living expenses by renting rooms and boarding themselves, but this plan is not recommended and will not be permitted without the approval of the Counsellor of Women. There are many good opportunities for really capable students to meet part or all of their living expenses by assisting in the housework of private families. When such additional duties are undertaken, however, it is better for the student not to attempt the entire work of any class, but to take one or two terms longer to complete the course, and thus avoid the danger of overwork.

Expenses

There is no charge for tuition, but certain fees are charged for special items of expense.

Estimated average cost of books per term, \$5.00.

Term fee, payable to the student-body organization, for the maintenance of student activities, per term, 50 cents.

For students in the School of Fine Arts, per term, \$1.50.

For students in the School of Home Economics, for each of the courses in sewing and millinery, \$1.00; and for each of the courses in cookery, \$2.00.

For students in the School of Manual Arts, for use of equipment, and for such materials as are furnished, per term, \$2.00.

For students in the School of Music, lessons in voice culture are taken with private instructors, and paid for at prices agreed upon.

Fee for late registration, \$2.00.

Diploma fee upon graduation, \$2.00.

Estimated average cost of room and board, including light and heat, per month, \$25.00.

Room rent, without board, or with housekeeping privileges, \$12.50.

GRADUATION

I. General Requirements

A student, before graduation, must have attained the age of eighteen years, have been in attendance not less than one school year (unless a college or university graduate), and have satisfied all the requirements of the course pursued.

The minimum requirement for graduation from any course is 108 units (General Professional School, 109).

A unit of credit represents one recitation per week for a term of thirteen weeks.

III. Diplomas and Certification

A graduate of the General Professional School receives a diploma entitling him, without examination, to a certificate to teach in the elementary schools in any county of this State. A graduate who has satisfied the legal requirements for high school certification receives a diploma entitling him to a high school certificate. Graduates of the special schools receive diplomas entitling them to certificates authorizing them to teach the special subjects pursued, in either the elementary or the secondary schools, according to the courses completed. In the case of the three-year course in Home Economics, the diplomas entitle the graduate to general elementary certification and special elementary certificate in Home Economics.

Withdrawal of Students

The standing of all students shall be probationary for the first term. Any student found unfitted to become a successful teacher may be excluded from the privileges of the school by the Board of Trustees.

Students who, at any time after formal admission, for any reason whatever, desire to withdraw from the school before the close of the term are expected to report their purpose to the Secretary of the Faculty and receive honorable dismissal. Failure to observe this requirement may be considered sufficient reason to refuse readmission.

LIST OF GRADUATES SINCE PUBLICATION OF LAST PRECEDING BULLETIN

The Summer Class, June 24, 1915

GENERAL PROFESSIONAL SCHOOL

Bertha Irene Abbott	Florence Veronica Cannon	Joyce Deborah Dunning
Grace M. Albert	Anna Marie Carlson	Evelyn Eads
Rena Venable Albright	Nellie Frances Carr	Robert Jones Eads
Doris Harriet Allan	Margaret F. Carroll	Laura A. Early
Lucy Allder	Ildra Elizabeth Cashley	Marjorie Anne Eastman
Eva M. Allen	Gladys Mae Cattaneo	Mary Eccles
Ethel M. Anawalt	May Chandler, A.B.	Margaret F. C. Eddie
Dorothy L. Anderson	Mary Allene Chase	William A. Edwards
Frances Lucile Anderson	Helen E. Chase	Rita Eichhorn
Yerda M. D. Appleby	Dorothy Choate	Esther Evelyn Ekholm
Dorothy H. Ardis	Victoria Irene Chrisman	Grace E. Ellis
Mildred T. Arnold	Alpha Christian	Sadie Lenora Ellis
Vera M. Arnold	Cora Bowen Clark	Lois J. English
Etta Astrope	Daisy B. Clark	Horace O. Ensign
Leta Gertrude Atkinson	Dortha C. Clark	Hinda B. Eskridge, A.B.
Grace A. Austin	Anna Eunice Clements	J. Victor Everett
Helen P. Austin	Frances Cleveland	Florence Hazel Everts
Mildred L. Avery	Lucy Elise Clingan	Mayme Fager
Ruth Hale Bacon	Gladys Elva Coats	Claire Felts
Nellie Ida Balaam	Nancy Viola Coles	Joyce Frances Fifield
Lillian Florence Bancroft	Leonard F. Collins	Frances Arline Fisher
Stella Adelle Barron	E. Ray Compton	Katharine Steele Fiske
Lottie M. Barrow	Henrietta T. Compton	Gertrude Evelyn Flood
Florence Bartsch	Maggie G. Cook	Elma Fluegler
Esther Mable Bassett	Mary Mildred Coontz	Florence Fellows Forman
Inez Harrison Beavers	Catherine J. Cooper	Frances Mary Fountaine
Clara A. Behrens	Edith Frances Corey	Esther Elizabeth Fowler
Esther M. Bengtson	Louise Hail Cowell	Kathrine A. Francis
Gladys Alden Bennett	Nell Crabb	Iona A. Frazier
Dorothy Hope Berrey	Elma Louise Crank	Eura Marie Freel
Ethel Elizabeth Billingsley	Thelma Dorothy Creyts	Lula Freeman
Mary Pearl Birbeck	Castenia Verdugo Cripe	Emily A. Frick
Emily F. Birtcher	Esther J. Cummings	Mary Elizabeth Gaffney
Grace E. Birtcher	Agnes L. Curtin	Ellen Galpin
Jessie Bissell	Hilda E. Curtis	Flo Allene Gantz, A.B.
Annie B. Boatright	Evaline Cutler	Ethel Evelyn Gast
Florence Anne Boden	Colette Marie Daeley	Mary Rosamond Gemmill
Isabella Janet Bonnalie	Florence Darling	Hazel Naomi Gentry
Mildred M. Boyd	Edith May Darms	Mamie Grace Gilbert
Ruth Olive Boyer	Blanche Emeline Davey	Mary Annette Glick
Helen Brannen	Anna L. Davis	Harriett C. Grant
Grace Gertrude Brock	Dorotha Davis, A.B.	Lulu Hopkins Green
Beatrice Lydia Brod	Rowena F. Deats	Leonora Anita Griffin
Lily A. Brown	Alta M. Denend	Eunice Aileen Hallman
Mabel Irene Brown	Margaret Elizabeth Dennick	Gladys Beatrice Hamilton
Emma L. Buckmaster	Harold F. Desmond	Martha Pauline Handy
Esther Irene Burgess	Annie T. Donaghoe	Ida Agnes Hanly
Helen Hope Burke	Persis A. Douglass	Tommie Harding
Alice A. Burnham	M. Mertez Downey	Mary Lavenia Harmon
Eunice J. Bush	Alice Doyle	Onorinda Lolietta Haskell
Nellie May Butterfield	Sadie Drummond	Clara Grenville Hatch
Frances Olivia Campbell	Laura Duffy	Winnifred May Hausam

Elizabeth Miriam Hawk	Bessie E. McCluggage	Jeneva Esther Reynard
John Roland Hawkins	Lois J. McCoid	Mabel Linda Richter
Hazel Anna Hayes	Mary McCormack	Addie L. Righetti
Freda Janette Hedge	Jean Melissa McCunn	Cora Irene Robinson
Marie A. Henco	Elizabeth A. McHargue	Leola R. Rogers
Alena Henderson	Iris McIntyre	Blanche Edith Root
Maude Marie Henricks	Mildred McKinny	Alfred G. Rosenthal
Ruth E. Hillyard	A. Lenore McLaughlin	Mina Ross
Marie K. Hinrichs	Florence Idline MacLean	Laura M. Rowe
Robert Jarard Hixson	Arnie Lilian McPherron,	Lurana M. Rownd
Ruth Hobart	A.B.	William Samis
Fanny Hoffman	Vera Bennie McPherson	Crestine B. Schenck
Ruby Hooper	Helen Gray Mace	Ella M. Schieber
Elva Hoover	Lillie Esther Magie	Carrie Schlatter
Henrietta Horne	Gertrude Frances Magie	Zella Bliss Schooler
Helen Carolyn House	Mary Irene Magorty	Leila Edna Schrock
Mildred R. Houser	Vincent P. Maher	Mabel Ruth Schrock
Margaret T. Hovey	Marguerite Malin	Ora E. Schroepel
Helen C. Hughey	Gertrude Clara Maloney	Frances D. Scott
Bernice Sylvia Hull	Helen M. Marshall	Nina May Secor
Alice Hunt	Dora Masoner	Annamarie C. Serr
Helen L. Huntington	Lulu Mattoon	Maggie Josephine Sex
Margaret E. Huntzinger	Lucie Frances Menge	Ruby Isabel Sharpe
Eleanor Hyne	Elizabeth E. Merigold	Isabel G. Sharples
Marian Lucille James	Elinor Mersereau	Mary Alice Shaw
Clara Estelle Johnson	Lucile Lora Agnes Miles	Doris Faxon Shaw
Rosa Johnson	Hazel Moody	Laura Emily Shaw
Segrid A. Johnson	Luella Moore	Netta M. Sherman
Ada B. Judson	Pearl C. Moore, A.B.	Gladys E. Shumaker
Cecile Jurans	Alta Florence Mulrein	George W. Sims
Rosalie Keen	Alice Josephine Murray	Pauline L. Slater
Helen Kelly	Mary Belle Murray	Edith R. Smead
Brownie L. Kendrick	Lina Elizabeth Myers	Inez V. Smith
Abbie Beryl Ketelson	Hermoine Nave, A.B.	Okle Bronson Smith
Leila Gladys Kimbell	Estella Elsa Nesbitt	Ruth Florence Smith
Helen Bulah Kincer	Eva F. Newman	Christine E. Snelling
Eloise Burford Knowles	Myrtle Louise Nimmer	Ruth H. Spalding
Florence L. Koller	Alta Grace Nogle	Marjorie A. Spencer
Sylvia C. Koster	Catharine Snow Nolan	Leanta Lucille Stafford
Florence Lacey	Esther A. Norberg	Louisa M. Stamm
Lucia E. Laufeld	Gertrude Alice Norberg	Blanche Haskell Sternberg
Evelyn Ruth Leet	Marjorie Obear	F. May Stogdill
Annie Laurie Leggett	Marie Osterhaus	Grace I. Stone
Julius Lehman	Mayme Leotta Ownbey	Katharine E. Stone
Sadie Beatrice Levey	Henrietta Craig Padan	Hazel Elizabeth Strickland
Ruth Isabel Lewis	Sadie L. Pallett	Edna A. Strong
Jenny Lind	Mary Hughes Patterson	Alice L. Stuart
Edna Lillian Loomis	Verna E. Perrigo	Ilena M. Swaim
Malvina Lopez	Esther Marie Pieper	Raymond E. Swain
Helen M. Lord	Leah Fern Pierce	Abbie Josephine Taft
Louise Isabel Lothrop	Elva H. Plaistrige	Gladys Lathrop Taylor
Grace Ella Love	Frances Hannah Porter	Bessie Evalyne Tear, A.B.
Roma Louise Love, A.B.	Walter H. Potter	Elsie Tegarden
Winifred Emeline Lovejoy	Grace Mayln Powell	Johanna C. Tenneson
Theona F. Lovelady	Marie M. Prendergast	Suzanne Thayer
Ruth Alice Lowrey	Edwin Price	Dorothy Patterson Thickett
Agnes Lee Ludwig	Clara Louise Provolt	Alice Thompson
Ila Fay Lunceford	Nellie May Radcliff	Mae Thomson, A.B.
Edna Lorene McCahan	Margaret Imogene Reed	Edna Timm
Gertrude M. F. McCarthy	Margaret Rees	Nellie Elizabeth Todd
Alice L. McCluggage	Lulu Lucellia Relp	Gertha Tolbert

Thomasina Tomlinson	Alice Henrietta Watkins	Lutie Louise Wilcox
Lucy Tucker	Ruby Maud Watkins	Clara Martin Williams
Mary Lavernia Tucker	Harriet Webber	Frances Elaine Williams
Marguerite Elizabeth Tuthill	Ruth Louise Webber	Nina Guilbert Williams
Mary Tyerman	Ada C. Weems	Texa Bowen William
Ethel Tyler	Ada G. Wertz	Muriel Pauline Wilson
Jean Valentine, A.B.	Helene Presocia Wettlin	Ethel Winegar
Stephanie Vallée	Hazel Adalene Wheeler	Bessie Hatchette Wofford,
Dorothy Vander Vort	Della Enid White	B.S.
Lela L. Vaught	Edna Geraldine White	Etura Marie Wonder
Aleta M. Venable	Ida Willena White	Irena Violet Wonder
Elsa M. E. Waite	Henry Whitlock	Leila B. Wright
Winnifred Waite	Norman R. Whytock	Maud Viola Wright
Harriette Marie Walker	Ella Irene Wien	Margaret York
Minnanette Cecelia Walker	Annah Anderson Wild	Alice Maynard Young
Gertrude Isabel Waters	Helen A. Wiles	Florence E. Youngquist

SPECIAL SCHOOLS

ART—SECONDARY

Victoria Avakian	Stella M. Loveland	Birdie Kirk Smith
Lucy Blair Jack	Helen Millspaugh	Vantia Welfer
Helen B. Lewis	Katherine Pratt	Rowena Wescott

ELEMENTARY

Lorita Frances Bates	Mildred Irene England	Charlotte Marie Merrill
Rachel Deats	Ellery Friend	Hilda Mutton
Virginia Dreiling	Edythe V. Ketchum	Mary Louise Rhodes
Katharine Dukes	Margaret Lovejoy	Frances T. Roberts
Mary Helen Eadie	Ada McQuillin	

HOME ECONOMICS

SECONDARY

Jeanette Armstrong	Marjorie McClure	Geneva Seville Thiry
Gertrude T. Booth	Ella M. Peterson, B.S.	Mary Theresa Vernon
Fern Dorothy Clark		

ELEMENTARY

Dorothy Margaret Bixby	Cammie C. Heggie	Margaret Menardi
Frances Barber Cash	Lucille A. Herrmann	Jennie B. Morey
Mary Atherton Caverly	Evangeline Hull	Helen Edwina Pierce
Sarah Winifred Clark	Margaret Jeannette Jay	Ruth Eugenia Sayre
Dorothy Lawrence Dean	Grace Sutherland Judkins	Leona M. Shoemaker
Anna Louise Dickerman	Florence Lacey	Ruth Way
Grace Irene Eberts		

KINDERGARTEN

Katherine Wiley Adkinson	Amy Galeener	Frances Elizabeth Ray
Maria Hope Ainley, A.B.	Mary Lillian Hamilton	Edith Esther Reynolds,
Jessie Marguerite Bard	Nellie Lee Hanson	A.B.
Claire Lois Bridges	Louise Chapin Harris	Elizabeth Barnes Sawyer
Jessie May Bryant	Rose Clara Hinkle	Sybil Shedd
Hazel Augusta Byers	Edna Viola Hoogner	Margaret Rilla Shive
Joie Eliza Louise Cham-	Mary Powell Jordan, M.D.	Beulah Nadine Shriyer,
berlin	Muriel Frances Kirchhoffer	A.B.
Elsie Maria Cragin	Leona Mae Kishbaugh	Frances Irene Smith
Sarah Mae Clements	Agnes Lee	Lea May Stevens
Olive Irene Coleman	Eva Ruth Linton	Marion Estella Turner
Blanche Arvilla Deets	Winifred Lore	Florence Louise VanDyne
Jean Pauline Egbert	Margaret Christine McGee	Beatrice Asenata Walling,
Mildred Ann Feron	Virginia Agnes Manile	A.B.
Elnah Susan Fillmore	Grace Idell Painter	Lotta May Whipp
Clariss Scranton Frank	Thelma Anna Price	Lillian Marie Wiley

MANUAL ARTS—SECONDARY

Charlotte Storey Devereaux	Leslie Gurley	Dolly Stephens
Burns	Eda Miller	

ELEMENTARY

Mildred M. Carlin	L. Lenore Judkins	Elsie Mable Polson
Mary Elizabeth Ford	Mary Olive McCord	Cecile Esther Trindle
Howard W. Franklin	Hazel Helen Mead	Olive Watson

MUSIC—SECONDARY

Elsa Bertha Brennemann	Mary Belle Gere	Ruth Evelyn Mitchell
Josephine Clouthier	Pearl Stark Grabill	Grace E. Phelps
Flora Church Ellis	Ellen Ramona Little	Katharine Sanborn

MUSIC—ELEMENTARY

Beatrice Osa Barnes	Alma Bertha Gablowsky	Junia Nave, A.B.
Nellie M. Blackstone	Marjorie Malone	Ethel Emma Shutt
Mary Ellen Boland	Bernice Vivian Powell	

THE AUTUMN CLASS

December 22, 1915

GENERAL PROFESSIONAL SCHOOL

Flora H. Alford	Rowena Isabel Deming	Helen McGinnis
Olive Martha Ambler	Dorothy Jane Douglass	Marie Catherine McGinnis
Ethel H. Arenschield	Mabel Edna Everett	Viola Grace McGovern
Elizabeth B. Asmus	Marie Louise Field	Austin L. Newbold
Ina Elberta Barker	Edna Hartley	Alta Gray Nourse
William Melvin Bell, Jr.	Alice Carol Hook	Elsie Palm
Wilma Anna Berryman	A. Grace Horner	Teresa F. Pepa
Harriet Virginia Blake	Frances Maria Hov	Edith May Polliard
Bessie Leona Blakely	Helen Denver Howard	Hazel Adeline Porter
Hazeldell Brant	Irene Howard	Irene Claire Sechrist
Edena Mabel Clarke	Myla Evelyn Jacobs	Martha Emelia Shonsbye
Helene Clarke	Margaret Burns Jarrott	Emilie Euphemie Spaeth
George Edward Clifford, LL.B.	Mabel Jarvis Lawrence	Parepa Wood Speck
Mollie Price Cook	Marie Lederman	Anna Stiles
Mildred Marian Corey	Mae Lewis	Marian Cavis Tait
Audrey Berniece Crail	Bertha Maye Lopez	Martha Turrish
Rosa Neil Crandall	Edna Barr Love	Alvis Edna Weeks
Zella E. Culbertson	Muriel Lyons	Hazel Mae Welsch
Gladys Mary Cummings	Carrie M. Marshall	Lillian Williams
Mary Jane Dailey	Eva Leota Mattoon	Genevieve Wright
Dorothy Lawrence Dean	Mary Ruth Moore	Rena Wright

SCHOOL OF FINE ARTS

SECONDARY

Katherine N. Dukes	Ellery Friend	Hugh Clement Parker
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SCHOOL OF HOME ECONOMICS

ELEMENTARY

Emma C. Bergman	Gladys L. Smith	Dorothy Watts
Genevieve Cole	Virginia Sprinkel	

SCHOOL OF KINDERGARTEN TRAINING

Bertha Harding Allen, A.B.	Vivian Marvel L'Amoureux	Ruth Kneen Marshall, A.B.
	Mildred Helen Scott	

SCHOOL OF MANUAL ARTS

SECONDARY

Ethel Stuart Carscallen

ELEMENTARY

Rachel Christina Beggs	Maud E. Franklin	Emily L. Love
Ruby Alport Bonnalie		

SCHOOL OF MUSIC

ELEMENTARY

Mae Lewis

THE SPRING CLASS

March 23, 1916

GENERAL PROFESSIONAL SCHOOL

Charlotte H. Ahlhorn	Rosa C. Hadley, A.B.	Gertrude L. Organ
Monna May Arbogast	Marie Elizabeth Harris	Nellie A. Paul
Leola M. Arenschield	Alva Harrison	Sarah Belle Pealer
Angelyn Ashton	Hazel Pearl Harrop	Nellie Alice Petzold
Elmer Horace Ball	Ruth H. Hemenway	Jean Isabella Phillips
Edith M. Barrington	Beatrice E. Hendry	Hildegard Poppe
Dorothy Margaret Bixby	Marie Herron	Ruth Frances Pratt
Louise Margaret Black	Socia Hickey	Mary Jane Raddatz
Beatrice Booher	Gladys Elaine Hohl	Perry Raymond Reiter
Margaret Bouchier	Katherine Alma Hoskins,	Julia Riley
Gladys Irene Boyd, A.B.	A.B.	Zairah Roe
Bessie Brien	Evangeline Hull	Christine E. Rury
Mildred Boyd Burns	Helen Humphrey Hursh	M. Evangeline Russell
Myrtle May Calvert	Marion Claudine Jacobs	Sophia Sadicoff
Aylen Campbell	Nettie James	Katharine Sanborn
Etelvina Candelott	Amelia M. F. Johnson	Carolyn Schoor
Signa M. Carlson	Bernice May Kerr	Esther Sherrod
Edna Frances Case	Harriett Margaret Kilburn	Ethel E. Shutt
Margaret G. Cashin	Maude Kincaid, A.B.	Jessica Somers
Florence Lloyd Castina	Irma Knecht	Katherine Rae Steele
E. Gertrude Chrisman	Martina Rafaela Knight	William T. Sterling, B.S.
Hazael L. Christin	Olive Marjorie Lake	Martha Washington Stinde
Sarah Winifred Clark	Alice F. Lawton	Loraine E. Thompson
Florence Flint Crane	Lena Leedom	Sarah Thrasher
Bessie Ethel Darms	Aimee Lefebvre	Emily Townsend
Marjorie F. Davenport	Mary Helen Lieber	Cecile Trindle
Adelaide Dougherty	Cordelia Lloyd, A.B.	Maude Rebecca Twomey
Grace Irene Eberts	Clara L. Long	Marie Vernon, A.B.
Ina Christiana Fann	Frieda Ada Maas	Bertha B. Wardell
Lloyd Welker Fellows	Mary Margaret Mail, A.B.	Mabel B. Waterman
Gertrude Patricia Fitz-	Marjorie Malone	Ruth Way
Gerald	Margaret Menardi	Frieda M. Weik
Marjorie Fulton	L. Violet Mitchell	Minnie Maude Welch
Alma Gablowsky	Lucy K. Moore	Vantia Welfer
Eleanor Goerz	Margaret Morrison	Grace Wylie, A.B.
Helen Isabel Grosfield	Esther Marie Nielsen, A.B.	

SCHOOL OF HOME ECONOMICS

SECONDARY

Florence B. Crosier

Bessie May Miller

ELEMENTARY

Winifred Bowen

Lucille Fitzmier

F. Beulah Scheck

Una Beatrice Cameron

Florence Edith Martin

Katherine Rae Steele

Emma Bennett Chisholm

Addie Ruth Merrill

Susie Marie Walker

Elizabeth Ferguson

Jessie M. Pettit

Elizabeth Ruth Williams

SCHOOL OF KINDERGARTEN TRAINING

Anna Bennett Mann

Edith Knapp Melvin

SCHOOL OF MANUAL ARTS

SECONDARY

Edith M. Holmes

ELEMENTARY

Ruth B. Evans

NUMBER OF GRADUATES SINCE ORGANIZATION.

1.	Year ending June 30, 1884	22
2.	Year ending June 30, 1885	35
3.	Year ending June 30, 1886	43
4.	Year ending June 30, 1887	48
5.	Year ending June 30, 1888	35
6.	Year ending June 30, 1889	57
7.	Year ending June 30, 1890	53
8.	Year ending June 30, 1891	75
9.	Year ending June 30, 1892	78
10.	Year ending June 30, 1893	88
11.	Year ending June 30, 1894	77
12.	Year ending June 30, 1895	81
13.	Year ending June 30, 1896	65
14.	Year ending June 30, 1897	56
15.	Year ending June 30, 1898	89
16.	Year ending June 30, 1899	107
17.	Year ending June 30, 1900	127
18.	Year ending June 30, 1901	130
19.	Year ending June 30, 1902	106
20.	Year ending June 30, 1903	109
21.	Year ending June 30, 1904	96
22.	Year ending June 30, 1905	120
23.	Year ending June 30, 1906	155
24.	Year ending June 30, 1907	138
25.	Year ending June 30, 1908	210
26.	Year ending June 30, 1909	243
27.	Year ending June 30, 1910	304
28.	Year ending June 30, 1911	398
29.	Year ending June 30, 1912	426
30.	Year ending June 30, 1913	511
31.	Year ending June 30, 1914	547
32.	Year ending June 30, 1915	718
33.	Classes of December, 1915, and March, 1916	204
Total		5552
Graduated from two courses, counted twice		136
Total, excluding those counted twice		5416

SUMMARY OF STUDENTS ENROLLED, 1915-1916.

General Professional School-----	1,387
(Includes 145 counted in special schools)	
School of Commercial Training -----	19
School of Fine Arts -----	52
School of Home Economics -----	113
School of Kindergarten Training -----	115
School of Manual Arts -----	61
School of Music -----	49
School of Physical Education -----	50
(Includes 2 counted in other special schools)	
Visiting Teachers -----	97
(Includes 25 counted above)	
	<hr/>
	1,943
Pursuing two courses, counted twice-----	172
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Total in Normal School, excluding names counted twice-----	1,771
Training School	
Kindergarten -----	81
First Grade -----	58
Second Grade -----	39
Third Grade -----	58
Fourth Grade -----	64
Fifth Grade -----	58
Sixth Grade -----	79
Seventh Grade -----	80
Eighth Grade -----	64
Ninth Grade -----	50
	<hr/>
	631
	<hr/>
	2,402

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